Spadoni College of Education and Social Sciences
Coastal Carolina University
HECE 409 Student Development Theory in Higher Educational Contexts

Instructor of Record:
Email:

Phone:
Office Location:
Office Hours:

Meeting Date(s), Time, and Room:

TBD		KRNS 112

Catalog Description
HECE 409 Student Development Theory in Higher Educational Contexts (3 credits)
(Prerequisite: HECE 303) This course introduces students to a range of human development
theories that describe and inform how individuals learn, develop, and grow during their
undergraduate college years using relevant contemporary theories. F,S

Student Learning Outcomes

Student Learning Outcomes	Assessments
Critically reflect on one's own learning, development, and growth in college	Personal Development Reflection, class discussions
Identify and describe college student development theories, frameworks, models, and best practices.	Student Development at Work, Personal Development Reflection, class discussions, Program Development
Discuss different ways students learn, develop, and grow in college.	Student Development at Work, Personal Development Reflection, class discussions
Apply college student development theories and best practices to higher education institutions.	Student Development at Work, class discussions, Program Development

Expectations for Participation
What I expect of you:
   • read assigned literature & diligently complete assignments
   • attend class and actively participate in discussions through analysis, synthesis, evaluation, application and reflection
   • challenge your assumptions
   • listen and respond to the perspectives of your classmates

What you can expect from me:
   • be available to answer questions and provide assistance
   • read your work carefully and provide thorough and fair feedback
   • respect you, and your opinions and ideas

Course Requirements and Grading Standards

Course Requirements	Point Value
Attendance/Participation Students are encouraged to prepare before class, attend, and actively participate in all class discussions.	25
Personal Development Reflection Reflect on your own undergraduate college experience so far: -In what ways do you differ as a student in college in comparison to your memories of yourself in high school? -What experiences (in and/or out of the classroom and the larger college environment) help to shape these changes? -What conclusions would you draw in summarizing the student development journey of your own college experience that might serve as "generalizable" lessons about how students learn, develop, and grow?	10
Student Development at Work Student affairs programs, services, and policies should reflect student development and practitioners should utilize their knowledge of student development theory in their daily work with students. Choose a student affairs and/or academic affairs program or service and interview a staff member in that area. TIP: This assignment will be easier for you if you choose someone to interview who has knowledge of student development theory. -Find out how the structure of their program/service is tailored to meet the developmental needs of the population they serve. -Discuss at least three different theories (at least one should be a developmental theory). -Write an executive summary (1-2 page report for your program/service) describing your findings, and present to the class.	25
Program Development In small groups, develop and implement a program or event that supports the learning, development or growth of a group of students at CCU.	20
Special Populations Presentation In small groups, students will choose a special population (e.g. adult learners, low-income/first-generation students, students with disabilities, veteran students, male students, international students) to research and explore. 1) Prepare a 30-minute lesson about your chosen population. Be creative! 2) In your lesson, discuss the characteristics of the population, unique needs on campus based on those characteristics, best practices in Student Affairs work with your population, considerations based on the theories you have learned, and recommendations for working your population.	20
Total Points	100 points

The CCU catalog states that "course credit will be granted only for earned grades of **A, B**+, **B, C**+, **C, D**+, **D** or **S**." Your grade will come from the points accrued on the course requirements described above. The following scale will be used:

Letter Grade	Percent Range
A	93-100%
B+	90-92%
B	86-89%
C+	83-85%
C	77-82%
D	70-76%
F	below 70%

Suggested Texts and Course Materials
The majority of readings will be provided online through Moodle and the Kimbel Library.

Other suggested texts include:
Abes, E. S. (Ed.). (2016). *Critical perspectives on student development theory.* New Directions for Student Services, no. 154. Jossey-Bass.

Patton, L. D., Renn, K. A., Guido-DiBrito, F., Quaye, S. J. (2016). *Student development in college: Theory, research, and practice* (3rd ed.). Jossey-Bass.

Seemiller, C., & Grace, M. (2016). *Generation Z goes to college.* Jossey-Bass.

Course Policies
Integrity and Honor
The highest ethical conduct is an expectation of the students in this class. The Academic Integrity Code (https://www.coastal.edu/academicintegrity/code) goes into further detail into violations of academic integrity and their consequences. Plagiarism will result in a failing grade and dismissal from the program. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. As a student learning the norms and standards of college, I encourage you to email me if you have any questions or concerns regarding academic misconduct, especially plagiarism. It is important that all assignments and work conducted for this course represent your own efforts and ideas, or others' ideas and work are appropriately cited.

Honor Pledge
Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.

On my honor, I pledge:
•That I will take responsibility for my personal behavior; and

•That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.
•From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.

Attendance Policy
Coastal Carolina University's class attendance policy (STUD-332) states that: Students are expected to attend all of their scheduled classes as work at the university level requires regular attendance and preparation. This is reflected in our expectations for participation. If you must miss class, it is your responsibility to inform the instructor, make plans to get materials from the instructor or your classmates, and complete any classwork you may miss. If missing class becomes habitual and unexcused, the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings. Please see the LiveWell@Coastal program for help with matters both personal and academic that may prevent you from completing your course responsibilities at https://www.coastal.edu/livewell/.

Communication
When communicating via email, always put your name and class section in the subject line. Any written communication should be written in a professional style and free of grammar and writing errors.

Assignment Format
All assignments are to be submitted electronically via Moodle. All papers are expected to be submitted in APA format (7th ed.). The ability to communicate clearly and thoroughly in writing is an essential skill. I expect all final submitted work to reflect careful editing as well as your best thinking, organization, and writing. Writing is a process. No one produces a final draft in one sitting. Therefore, I strongly encourage you to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., peer review, the Writing Center https://www.coastal.edu/writingcenter/) and go through a revision process.

Contingent Instruction
If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials

Campus Support Services
Technology & Technical Support
Make sure you have downloaded the required software to run Moodle which can be found on this link: https://moodle.coastal.edu. Most likely you have what you need; however, from time to time there are enhancements to these tools so before you start the course, do the browser check. The plug-ins are at the bottom of the page. Please do this prior to our first meeting. Along with Moodle, we will utilize Zoom for online meetings. You will need a microphone, an optional webcam, and consistent internet to participate in online meetings.

Technical Support from Student Computing Services
http://www.coastal.edu/scs

Kimbel Library

https://www.coastal.edu/library/index.html
Kimbel Library of Coastal Carolina University strives to provide the resources and services essential for student success and faculty research. As the center of the academic community, the library provides facilities for study, research, and collaboration.

The library offers a wide range of databases to support research. Participation in PASCAL Delivers and Interlibrary Loan makes available millions of resources not owned by Kimbel Library. If you need help finding the appropriate resource or developing a search strategy, the reference staff is available for in-person consultations, or via the "Ask the Library" service (virtual chat, text, email or phone). You can also utilize the services of the Librarian for our program, Kimberly Foster (kfoster@coastal.edu)

Accommodations for Students with Disabilities
Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking accommodations should contact Accessibility & Disability Services or 843-349-2503 or https://www.coastal.edu/disabilityservices/.

Tentative Course Calendar

When	Topic, Readings, & Assignments Due
Week 1	Purpose and Use of Student Development Theory
Week 2	Psychosocial Theories
Week 3	Social Identity Development
Week 4	Racial & Ethnic Identity Development
Week 5	Sexual Identity Development
Week 6	Gender Development
Week 7	Intellectual, Ethical, and Moral Development
Week 8	Cognitive Structural Theories
Week 9	Spirituality and Faith
Week 10	Transition Theory
Week 11	Typology Theories/Career Development
Week 12	Learning Theories
Week 13	Theory Integration
Week 14	Application of Student Development Theory
Week 15	Ethics of Student Development Theory
Week 16	Conclusion

Legal caveat/disclaimer
The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.