SAMPLE SYLLABUS
PsTL 5212

Multicultural Theories of College Student Development Applied to Teaching and Learning
3 Credits
Grading Basis: AF

Course Description:
This seminar-style course will introduce graduate students to influential student development theories and theorists (e.g., Chickering, Astin, Erikson, Josselson, Schlossberg, Perry, Kohlberg, Gilligan, Baxter Magolda) and examine implications for teaching and learning. Students will reflect on The Student Personnel Point of View (American Council on Education, 1937, 1949) and Learning Reconsidered: A Campus-wide Focus on the Student Experience (ACPA—College Student Educators International & National Association of Student Personnel Administrators, 2004) and other collaborative efforts to ensure the development of the “whole student.”

Course Purpose:
The purpose of this course is to introduce graduate students to theoretical perspectives related to students’ psychosocial and cognitive development and identity formation that can play a significant role in guiding the development of inclusive postsecondary courses, curricula, programs, and services that promote access and success for all learners. This course differs from other courses related to student development theory because its primary focus is theoretical applications for teaching and learning, whether in the classroom or in other settings (e.g., learning centers, tutorial services, advising offices).

Learning Objectives:
1. Understand multiple attributes of today’s college student through application of student development theories
2. Learn how multiculturalism can be embedded effectively throughout the learning process and environment
3. Understand and apply knowledge of different learning styles and the theoretical typologies that serve as their foundation
4. Create an engaged learning environment
5. Explore assessment instruments and strategies based on student development theories
6. Engage in reflective learning practice
7. Consider theoretical perspectives for guiding future research, including for the thesis or dissertation

Texts/Guiding Documents:
Student Development in College: Theory, Research, and Practice by Evans, Forney, & Guido-DiBrito
The Student Personnel Point of View (http://www.naspa.org/pubs/StudAff_1949.pdf)
Learning Reconsidered: A Campus-wide Focus on the Student Experience (http://www.naspa.org/membership/leader_ex_pdf/lr_long.pdf)
Selected chapters from *Pedagogy and Student Services for Institutional Transformation: Implementing Universal Design in Higher Education* (http://cehd.umn.edu/passit/docs/PASS-IT-Book.pdf)

Additional readings on e-Reserve: Recent journal articles introducing new theoretical concepts and/or demonstrating application of theory to research and practice, to be updated each semester

**Course Expectations and Requirements:**
1. Class attendance and participation in discussion
2. Weekly response/reflection papers and related assignments (6 @ 50 points each for a total of 300 points)
3. Written and oral summary of an interview with a postsecondary educator regarding how student development theory guides his or her work (200 points)
4. Completion of assessment instruments (total of 175 points)
5. Final project (total of 300 points): 200 points for written paper to be graded by instructor, 100 points for oral presentation to be evaluated by peers and instructor; “road map” for 25 points: Choose one of the following options:
   - Write (minimum 10 pages) and present orally a book review of the primary source for a key theory or theorist or an in-depth report on the theory/theorist
   - Choose one of the concerns identified in class during Week 4 and test the “Practice-to-Theory-to-Practice” (PTP) model in a real setting and describe in a paper (minimum 10 pages) each of the 11 steps (to the extent possible) ; summarize orally in class
   - Develop a half-day in-service workshop to inform other postsecondary educators regarding student development theories and implications for practice; submit in paper and electronic formats and present parts of it to the class
   - Track how a specific theoretical perspective has been used as the foundation for at least 5 recent research studies and write a paper (minimum 10 pages) that discusses how the theory has guided research and a summary of the findings and implications of that research; summarize orally in class
   - Develop a teaching or student services (e.g., advising) portfolio that demonstrates the application of student development theory to practice
   - Create a meaningful project, with approval from the instructor

**Tentative Schedule:**

**Week 1: Introductions**
Why a course on student development theory?
What is student-centered teaching and learning?
Case studies

Assignment: Read *The Student Personnel Point of View* and write a 2-page (double spaced, 12-point standard font, 1” margins) reflective essay on an aspect of this document that is particularly meaningful in terms of your own perceptions of yourself as an educator and/or the work you do (50 points); be prepared to share your reflections orally

**Week 2: The Student Personnel Point of View Applied to Teaching and Learning**
Sharing of student reflections
Application to myriad teaching and learning settings
How does this perspective fit perceptions of current practices in undergraduate education?

Assignment: Read *Learning Reconsidered* and write a 2-page reflective essay on potential real-life implications and/or applications (50 points); be prepared to discuss how the implementation of *Learning Reconsidered* might transform the Academy

**Week 3: Learning Reconsidered**
Sharing of student reflections: What does this really mean in terms of daily practice? How can the goals discussed be accomplished?

Assignment: Read Chapters 1 & 2 in text; using the first 2 steps of the “Practice-to-Theory-to-Practice” (PTP) model, outline 3 concerns that need to be addressed in postsecondary education and desired goals and outcomes (50 points) and be prepared to discuss in class OR choose one of the environmental factors influencing student development and write a 2-page reflection paper that discusses how it might be addressed at the University of Minnesota or at another institution that you have attended or where you have worked or currently work (50 points)

**Week 4: Using Student Development Theory to Guide Teaching Practice**
Foundational theory and theorists: Nevitt Sanford, Douglas Heath, Roy Heath, Kenneth Feldman and Theodore Newcomb
Knefelkamp’s model for evaluating theory
The “Practice-to-Theory-to-Practice” (PTP) model
Discussion of concerns identified by class members in their outlines
Environmental factors influencing student development

Assignment: Read Chapter 3 in text and be prepared to discuss Chickering’s 7 vectors; complete *Student Development Task and Lifestyle Assessment (SDTLA)*; (25 points); write a 2-page reflection paper on whether and/or how the SDTLA might be used in classroom or other settings (50 points)

**Week 5: Theories of Psychosocial Development; Theories Related to Engagement and Involvement**
Discussion of Chickering, Astin, and Tinto
SDTLA and potential uses, including for research

Assignment: Read Chapters 4, 5, & 6 in text and Chapter 2 in *Pedagogy and Student Services for Institutional Transformation: Implementing Universal Design in Higher Education*; write a 2-page reflection paper on how one of the theories presented relates to your own life experiences and whether or not you found the theory helpful in understanding your own identity development (50 points)

**Week 6: Theories of Identity Development**
Critique of theories of identity development related to gender, race and ethnicity, sexual orientation, and disability
Assignment: Read Chapter 7 in text and articles on e-Reserve related to recent theories of intersecting multiple social identities; draw a map of your own multiple, intersecting identities and write a brief (i.e., does not need to exceed 1 page) explanation of the map (50 points) OR using Schlossberg’s transition theory, write a 2-page reflection paper that discusses an important transition in your own life (50 points)

Week 7: Theories Related to Multiple Aspects of Identity and Transition Theory
Discussion of how theories of identity development might impact teaching and learning: How can we as educators be more attentive to students’ individual identity development?

Assignment: Read Chapters 8-11 in text; 100-word “road map” of plans for final project (25 points); be prepared to discuss the assessment models described in the text

Week 8: Cognitive-Structural Theories Application to Teaching and Learning
Activity: “Heinz and the Drug”
Critique of assessment models
Discussion of the implications and applications of cognitive-structural theories for teaching and learning: How can pedagogy influence students’ development?
Introduction of interview assignment

Assignment: Read Chapters 12 & 14 in text and complete assigned assessments (to include free or low-cost assessments based on the models described in the text, such as the Kolb Learning Styles Inventory and/or the Myers-Briggs Type Indicator or Keirsey Learning Styles Inventory or Do What You Are or similar; 75 points)

Week 9: Typology Theories Applied to Teaching and Learning
Discussion of Kolb’s typology model and the Myers-Briggs Type Indicator as an application of Jung: Why are these theories important to the understanding of teaching and learning? What are other implications and applications in higher education settings?

Assignment: Read Chapter 13 in text and articles on e-Reserve related to theories of career development and related research and complete assigned assessments (to include free or low-cost assessments based on the models described in the readings, such as the Self-Directed Search and/or the Strong Interest Inventory; 75 points)

Week 10: Theories Related to Career Development
Discussion of Holland’s typology and others from readings
How is students’ level of career development and engagement in career planning related to motivation and academic achievement? Consider relationships to other theoretical perspectives (e.g., Chickering)

Assignment: Read Chapters 15 & 16 in text; complete interview assignment (200 points)

Week 11: Theory in Practice
Student summaries of interviews with postsecondary educators regarding how student development theory guides their work
Assignment: Completion of final project (300 points)

Weeks 12-14: Presentation of Final Projects
Student presentations followed by student-facilitated discussion and critique

Week 15: Concluding Thoughts and Evaluations
Concluding reflections on theory in practice
Course evaluations based on course objectives
Teaching evaluations