

EDCEP 838
The College Student and the College Environment
Special Education, Counseling and Student Development
Doris Wright Carroll, Ph. D., Associate Professor
Class Number #15672
Spring 2009

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3 hours graduate credit

Course Description

This course involves the study of the American college student and how institutional policies, practices, and other environmental variable affect that student. Special attention is given to contemporary student development theory and research.

College of Education Mission

The College of Education is dedicated to its vision of preparing educators to be knowledgeable, ethical, caring decision makers through excellence in the: (1) delivery of exemplary instruction to students at the undergraduate and graduate levels; (2) production, interpretation, and dissemination of sound and useful research and scholarship; and (3) provision of leadership, collaboration, and service within the profession.

CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) serves as a guide for fulfilling the College of Education's *vision* of preparing educators to be *knowledgeable, ethical, caring decision makers*, and supports the university and college missions focusing on the development of a skilled workforce through teaching, research, and service. The CF acknowledges the contributions of general education,

content area studies, and professional studies to the preparation of educators, and organizes professional studies into four broad categories: (1) Perspectives and Preparation; (2) Learning Environment; (3) Instruction; and (4) Professionalism. This course, as a key part of an approved program in the College of Education, includes objectives in the following categories of the Conceptual Framework.

Course Objectives

By the completion of this course, students will be able to demonstrate knowledge in the following content areas.

Perspectives and Preparation:

1. Understand the developmental changes that occur during college.
2. Understand how college environments and institutional settings impact students.

Learning Environment:

3. Use student development theories to explain students' college experiences.
4. Recognize the learning styles of students in college.
5. Recognize the life experiences of college students.
6. Recognize how multicultural experiences impact students' learning.

Instruction:

7. Recognize academic learning environments for college students.

Professionalism:

8. Become familiar with standards of practice and ethics that guide the practice of student development work.

Required Text

This class will use one primary textbook. Additional readings will be used throughout this class to supplement the textook. Those readings will be listed in the syllabus and will be uploaded into the course website.

Pascarella, E.T., & Terenzini, P.T. (2005). *How College Affects Students. Vol. 2. A Third Decade of Research*. San Francisco: Jossey Bass.

Recommended Texts

The following books are suggested additional reading. These texts can provide supplemental readings for this course. They are optional and were not ordered by the bookstore for specific use in this course. These books, or portions of them, are available for reading from K-State's Hale Library through interlibrary loan.

Gerald Bailey & Mike Ribble. (2007). Digital Citizenship in Schools. Washington, D.C.: International society for technology in the classroom.

- Chickering, A. & Reisser, L. (1993) Education and identity (2nd Edition.). San Francisco: Jossey-Bass.
- Levine, A. & Cureton, J. (1998). When hope and fear collide. San Francisco: Jossey-Bass.
- Light, Richard J. (2001). Making the most of college. Students speak their minds. Cambridge, MA: Harvard University Press.
- Watson, L.W., Terrell, M.C., Wright, D.J. & Bonner, F. A. (2002). How Minority Students Experience College. Implications for Planning and Policy. Sterling, Virginia: Stylus.
- Wilson, M.E. & Wolf-Wendel, L. (Eds.) (2005). ASHE Reader on College Student Development Theory. ASHE Reader Series. Boston, MA: Pearson Custom Publishing.

Additional readings/resources. The following readings are contained in your course website as PDF documents. These documents are listed in the course syllabus. Below are the full reference citations for those readings.

- Anderson, G., Carmichael, K., Harper, T., and Huang, Tsufang (2007) International students at four-year institutions. Developmental issues, needs, and strategies. In S. Harper & S. J. Quaye. (eds.). Student Engagement in Higher Education. Theoretical Perspectives and Practical Approaches for diverse populations (pp. 1-15) New York and London: Routledge.
- Harper, S. R. & Quaye, S. J. (2007). Beyond sameness, with engagement and outcomes for all. In S. Harper & S. J. Quaye. (eds.). Student Engagement in Higher Education. Theoretical Perspectives and Practical Approaches for diverse populations (pp. 1-15) New York and London: Routledge.
- McEwen, M. (2005). The nature and uses of theory. In M.E. Wilson, & L. Wolf-Wendel (Eds.) ASHE Reader on College Student Development Theory (pp. 5-24). ASHE Reader Series. Boston, MA: Pearson Custom Publishing.
- Strange, C. (2005) Student Development: the Evolution and Status of an Essential Idea. In M.E. Wilson, & L. Wolf-Wendel (Eds.) ASHE Reader on College Student Development Theory (pp. 25-42). ASHE Reader Series. Boston, MA: Pearson Custom Publishing.

Organization of class activities

This course has a large enrollment and it creates some challenges for promoting student interaction. For this reason, class members will be assigned to smaller student groups ranging in size from 8-10 students. Five students groups are created. At the time you begin this class, the instructor will assign students randomly to these five groups. Students should look for details regarding the group assignment in the daily course announcements section of the class website.

Online Class Exercises and Discussion

Knowledge is shared and information is disseminated using on-line learning exercises and open discussion throughout this class. Class participation is a key learning component in this class. For this reason, students are expected to participate in all on-line activities and discussions.

Class participation involves *two* essential elements: a) *posting* your responses, reactions, and critical analysis to assigned readings; and b) *asking and responding* to questions that prompt further discussion regarding the day's topic. The quality and quantity of your participation is used in determining your class grade.

Online discussion and participation are assessed in determining your class grade. Three assessment rubrics are used to determine online *participation, expression, and content*. Each of these criteria is awarded a maximum of **100 points each**. The criteria for such assessment are presented later in this syllabus beginning on page four.

Digital Citizenship. *Digital citizenship involves the norms of behavior with regard to technology use* (Bailey, Ribble, and Ross, 2004). In this course, *digital citizenship* is considered an important professional skill. Students are expected to practice this skill during their interactions with students in class online. Nine key behavioral elements combine to make up *Digital citizenship*. They include the following.

1. Etiquette. Electronic standards of conduct.
2. Communication. Electronic exchange of information.
3. Education. The process of teaching and learning about technology and the use of technology.
4. Access. Full electronic participation in society.
5. Commerce. Electronic buying and selling of goods.
6. Responsibility. Electronic responsibility for actions and deeds
7. Rights. Those freedoms extended to everyone in a digital world.
8. Safety. Physical [and psychological] well being in a digital technology world.
9. Security [self-protection]. Electronic precautions to guarantee safety.

Digital Citizenship is awarded **50 points**.

Extra Credit. Students can earn extra credit points for a variety of professional development and community activities that are related to our course topic. Such activities include presentations at local, regional, or national conferences, attendance at such professional development workshops, and civic activities such as voting in upcoming local, state, or national election. Students can earn from 5-10 points per extra credit event, up to a **maximum of 50 points**.

Grading and Assessment of Learning

Students' grades for this course are determined based on the activities that are listed below. Aside each activity is a number point total awarded each learning assignment.

| | |
|----------------------|-----|
| On-Line content | 100 |
| Online expression | 100 |
| Online participation | 100 |

| | |
|------------------------|------------|
| Exams (5)@ 50 pts. Ea. | 250 |
| Digital citizenship | 50 |
| TOTAL POINTS | 600 |

Extra credit points are added to a student's total score at the end of the semester.

Grading A = 550- 600
 B = 525-549
 C = 500-524

Course Requirements

Required course activities are described below. Each activity or event is described briefly below. During the course, additional information regarding each course requirement will be posted for the class.

Exams. There are five (5) quizzes, **each worth 50 points each for a total of 250 points.** The class quizzes are administered on-line through K-State Online. Each quiz is located in the course website. Details and instructions, including a time line for completing the exam, are presented within the body of the actual exam. The content areas for each exam will be outlined in class lectures and posted in the course announcements.

Class participation. *Participation includes the number or frequency of posted comments, questions, and reactions.* Students are expected to participate fully in class activities. Students are expected to post weekly a minimum of two (2) comments each week. One is your own reaction regarding the assigned readings. The second one is your response to one class member. The postings can take the form of comments, questions, and reactions regarding (a) assigned readings and (b) class members' posted comments. **Three participation rubrics for assessing your participation are described below.**

Criteria for Assessing Participation

During this class, online discussion and participation will be assessed using three elements: *content, expression, and participation.* These elements are adapted from the work of Bauer & Anderson (2000) and involve the use of rubrics for assessing participation.

Rubric for Online Content Assessment

Content includes the degree to which students acquire an understanding of the essential material presented within the course. Additionally, this content rubric evaluates the degree to which a student can apply this material to practical situation and show an ability to analyze the content [critical thinking]. **100 points are awarded to this activity.**

Points

Skills

- 90-100 Demonstrates excellence in grasping key student development concepts; shows ability to apply these concepts to college environment settings; can apply these concepts during case analysis; provides strong evidence about the application of student development concepts; readily offers new interpretations on student development discussion materials.
- 80-89 Shows evidence of understanding most of the major student development concepts; can agree or disagree with ideas when asked; shows skill in formulating and stating opinions; offers an occasion divergent opinion about multicultural concepts.
- 70-79 Has a shallow grasp of course material; rarely takes a stand on discussion issues; offers inadequate levels of support for opinions. Shows little application of concepts and ideas to advising.
- 60-69 Shows little to no significant understanding of course material; make few comments about discussion issues; offers a weak support for opinions.
- 50-59 Shows no understanding of the course material. Shows naiveté or ignorance regarding multicultural concepts. Postings are infrequent and present a narrow worldview about multicultural groups.

Rubric for Assessing Online Participation

Online Participation includes the number or frequency of online postings to case analysis, daily assignments, discussion or bulletin boards, and so forth. **Students must make a minimum of one posting and respond critically to one class member each week. 100 points are awarded to this activity.**

| Points | Skills |
|---------------|---|
| 90-100 | Contributions are immediate, prompt, timely, relevant, and self-initiated; comments and reactions are posted freely on all assignments throughout the entire course. There is no attempt to dominate the discussion; applies digital citizenship principles in all discussion. Shows strong evidence of respect for divergent opinions. |
| 80-89 | Contributions are self-initiated. Comments and reactions are posted but not in a timely way. Student follows discussion and responds during discussion. Engages in some critical thinking and challenges others interpretation of the readings and research. Applies digital citizenship principles in most discussions. |
| 70-79 | Student keeps up with the discussion; needs an occasion prompting to contribute; participates in some conversations or discussions more than others. Show minimal evidence of respect for divergent opinions; shows minimal evidence of digital citizenship principles in most discussion |

- 60-69 Participation is spotty; picks and choose topics in which to get involved; does perfunctory postings when prompted; take little initiative in posting information; shows little evidence of digital citizenship; Shows little evidence of respect for divergent opinions.
- 50-59 Student rarely participates freely; makes short, irrelevant remarks; shows no evidence of digital citizenship; shows no evidence of respect for divergent opinions.
- < 50 Unacceptable participation. Failing.

Rubric for Assessing Online Expression

Expression involves two components: 1) formal postings, assignments, and projects and (2) online discussion. In general, expression can provide a degree of clarity to content (Bauer & Anderson, 2000). Great ideas are lost if they are not expressed well. Bean & Peterson (1998) note that good writing is tied closely with good scholarship. In this assessment rubric, writing style, grammar, and language are an important criteria. Students are encouraged to use appropriate grammar when composing comments for posting or when preparing formal postings such as projects and assignments. **100 points are awarded to this activity.**

Points

Skills

- 91-100 Uses complex, grammatically correct sentences on a regular basis; expresses ideas and Student development concepts clearly, concisely, and cogently in a logical manner; uses words and phrases that demonstrate a high level of vocabulary; has very few misspellings.
- 81-90 Sentences are grammatically correct; ideas are readily understood. Student development ideas and concepts are presented globally in a logical manner. Some misspellings and confusing phrases.
- 71-80 Sentences are grammatically correct; ideas are readily understood but show disorganization; some transitions between concepts are missing; there are occasional misspellings.
- 61-70 Shows poor use of language confuses and garbles much of the message. Presents only an occasional student development idea; language is disjointed. There is an overuse of the simple sentence and repetition of words; paragraphs are often unrelated to one other.
- 51-60 Writing is largely intelligible. There are incomplete sentences and frequent misspellings. There is a poor organization to paragraphs and to ideas presented therein.
- < 50 Not acceptable; failing.

Rubric is modified from Bauer, J.F & Anderson, and R. S. (2000). *Evaluating students' written performance in the online classroom*. In R. Weiss, D.S. Knowlton, & B.W. Speck (Eds). [Principles of Effective Teaching in the Online Classroom](#). New Directions for Teaching and Learning, 84 (winter). San Francisco, CA: Jossey-Bass, 65-71.

Accommodations for Disabled Students. Students with disabilities include those having mobility impairments, visual and hearing impairments, chronic diseases, and learning disabilities. Such disabilities make it difficult for students to carry out the course work and require accommodations. Students with disabilities should notify Dr. Carroll immediately. Each student is responsible for identifying himself or herself and making the accommodation request.

The *Office of Disabled Student Services (DSS)* helps KSU students with documented disabilities and will assist with academic classroom accommodations, including online accommodations. The director, Andrea Blair, can be contacted by phoning 785-532-6441 or via e-mail at dss@ksu.edu. Students must meet DSS eligibility guidelines for services before requesting accommodations.

Statement Regarding Academic Honesty. Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. All students, by their registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated:

“On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.” A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students are invited to visit the Honor & Integrity System website at: <http://www.ksu.edu/honor/> to learn about the Honor & Integrity System and their obligations and duties for academic integrity. Students are requested to discuss any academic integrity concerns with the instructor first before filing a formal complaint with the Honor & Integrity System.

Syllabus Campus Safety Statement. Kansas State University is committed to providing a safe teaching and learning environment for students and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information go to the University's main page, www.k-state.edu, and click on the *Emergency Information* button.

Copyright Information. Doris Wright Carroll, Ph.D., Associate Professor, holds the copyright for all EDCEP 838 course materials except where specifically indicated. This copyright pertains

to the syllabus, lectures, notes and lecture materials developed in all format including electronic, written, oral and print communication.

Privacy and On-line Communication. Electronic communication for classroom learning may be considered public communication and subject to review by a third party, according to university electronic and technology policies. For this reason, **electronic communication in this class is not confidential.** Students are advised to exercise care and responsibility when they communicate on-line. For additional information concerning electronic communication, students are advised to review KSU's Electronic mail Policy <http://www.k-state.edu/academicservices/docs/email.html> and the Information Technology Usage Policy found at: <http://www.ksu.edu/academicservices/docs/usage.html>.

Technology Requirements. Students must have access to a computer with Internet and web access. Students should be able to access and review course assignments on line. Computer memory must be sufficient so that the students can send and receive messages and use web resources. For computer specifications, students are encouraged to contact the *College of Education Catalyst Technology Center* at 785-532-5926 or iTAC Help Desk at 785-532-7722.

K-State Online [KSOL]. All class materials and supplemental resources are located in the course website. Students will use K-State Online to take their class exams. The iTAC Help desk is available for your assistance in learning about KSOL. Check the KSOL website for a tutorial and training. A link is located on the KSOL main webpage at <http://public.online.ksu.edu/>.

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Topical Readings and Assignments
Spring 2009

A schedule of readings, exams, and assignments is presented below. This schedule is subject to change depending upon the learning needs of the class.

| DATE | TOPIC | READING ASSIGNMENT |
|------|-------|--------------------|
|------|-------|--------------------|

Key **P & T** = Pascarella & Terenzini

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|----------------------------|---|----------------------------|
| Week 1 Jan 15-24 | <i>Introduction and Course Overview</i> Orientation/syllabus quiz is released Jan. 20 <i>College Outcomes Research</i> | P & T Ch. 1 |
| Jan. 19 | Martin Luther King, Jr. Holiday | No class assignment |

Module 1

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|----------------------------|---|-------------|
| Week 2 Jan 26-31 | <i>Theories and Models of Student Change</i> Chickering, psychosocial, and identity development theories are emphasized this week <i>McEwen, M. The nature and uses of theory. PDF</i> <i>Strange, C. Student Development: the Evolution and Status of an Essential Idea. (Combined together in one PDF in module 1 course files.</i> | P & T Ch. 2 |
|----------------------------|---|-------------|

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|--------------------------|---|-------------|
| Week 3 Feb 2-7 | <i>Theories and Models of Student Change</i> Cognitive and intellectual development theories College impact models are emphasized this week EXAM 1 | P & T Ch. 2 |
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Module 2

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| Week 4 Feb 9-14 | <i>Attitudes and values of college students</i> Change during college Net effects of college | P & T Ch. 6 |
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| Week 5 Feb 16-21 | <i>Attitudes and values of college students</i> Long term effects Within college effects | P & T Ch. 6 |
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| Week 6 Feb 23-28 | Psychosocial change EXAM #2 | P & T Ch. 5 |
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Module 3

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| Week 5 Mar 2-7 | <i>Verbal, quantitative, & Academic Competence</i> | P & T Ch. 3 |
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| Week 6 Mar 9-14 | <i>Moral development</i> | P & T Ch. 7 |
| Week 7 Mar 16-21 | SPRING BREAK –NO ASSIGNMENTS | |
| Week 8 Mar 23-29 | <i>Educational Attainment and persistence</i> <i>Harper, S. R. & Quaye, S. J. (2007). Beyond sameness, with engagement and outcomes for all. PDF located in Module 3.</i> | P & T Ch. 8 |
| | EXAM # 3 | |
| | Module 4 | |
| Week 9 Mar 30-Apr 4 | Cognitive Skills and Intellectual Growth | P & T Ch. 4 |
| Week 10 Apr 6-11 | <i>Quality of life after college</i> | P & T Ch. 10 |
| Week 11 Apr 13-18 | <i>Career and Economic impacts of College</i> Quiz #4 | P & T Ch. 9 |
| | Module 5 | |
| Week 12 Apr. 20-25 | <i>Engagement with diverse populations: International Students</i> International students at four-year institutions. Developmental issues, needs, and strategies. Anderson, G., Carmichael, K., Harper, T., and Huang, Tsufang PDF (Located in Module 5) | |
| Week 13 Apr 27-May 2 | Implications for Research, Practice, and Policy | P & T Ch. 12 |
| Week 14 May 4-8 | How college affects students: A summary Course evaluation is released. Quiz #5 | P & T Ch. 11 |
| Week 15 May 11-16 | Final Week | |