CEP 794 – ISSUES AND TRENDS IN HIGHER EDUCATION STUDENT DEVELOPMENT
Dr. Mary Finn Maples, Professor
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GA…Sumi Han- email <shan@unr.nevada.edu>

FALL 2007

I.  COURSE INFORMATION:

Meeting Place & Time: Monday, 4:00 – 6:45 p.m., COE 3046

II.  OFFICE HOURS:

Monday, 11:00-2:00pm.
Tuesday, 11:00- 2:00pm
Thursday,11:00- 2:00pm

Graduate Assistant- Doctoral Student, Sumi Han <shan@unr.nevada.edu>

III.  TEXTS:


2) Chronicle of Higher Education. and others as supplements

IV.  COURSE PHILOSOPHY

The foundation of this course is built upon a developmental framework related to services to diverse students of all ages in higher education, with an emphasis on counseling as the underlying thread and student development as the building block.

This framework further emphasizes topics presented by students built upon critical issues and trends in student development in higher education.

The course format will stress flexibility and be determined by individual topics. Freedom of expression and diversity of opinions will be encouraged within reasonable and respectful parameters. Focus will be placed upon the graduate student presenter as program leader, personnel specialist, and/or counselor in the community college or university setting.

Finally, this course is designed to provide significant information to students that will enhance their education in College Student Development/Counseling, but may not be included in formal theoretical and/or application frameworks. Creativity will prevail, so long as topics, issues and discussions are directly related to student development in higher education.
V. COURSE GOALS AND OBJECTIVES

A. **Goal** – To promote a love of learning, an understanding of crucial issues in college student development and an appreciation for diversity in an atmosphere that generates personal and professional growth, both for the CSD student and for all students he or she will serve and trends.

**Objective** – To identify crucial issues in college student development and to develop potential strategies for resolving these issues and addressing these trends.

B. **Goal** – To promote a positive attitude for knowledge of and skills in using research and statistics as a base for proving effectiveness of services to students in higher education.

**Objective** – To use and to generate research in producing and presenting the counseling and/or student developmental-related issue to peers.

C. **Goal** – To promote reflective practice with counseling as a foundation that permeates each service and program provided to students in higher education.

**Objective** – To demonstrate an appreciation and understanding of crucial issues and trends in college student development by accepting responsibility for conducting at least one class session devoted to a crucial issue or trend of the presenter's choice.

D. **Goal** – To build a fund of knowledge related to college counseling and college student development by building relationships between counseling and other student development services.

**Objective** – To develop a professional portfolio that will reflect an understanding of and an appreciation for the multidimensional phases in college student development. This portfolio will be in electronic form and will be presented to Dr. Maples as a CD-RW for the final exam.

VI. CONTENT AREAS

**Professor Generated**

A. Historical Overview of Higher Education and its relationship to College Student Development; Understanding and using Student Development/Counseling Theory; Statistics on Institutional Types

B. Values, Attitudes and Spirituality in College Student Development; Types of Student Development Theories – including a review and application of Maples’ *Holistic Adult Development Model* and Myers, Witmer, Sweeney *Wellness Model* to Student Development

C. Schlossberg’s *Transition Theory* and Marcia’s *Identity Theory*

D. Review of adult psychosocial development. Psychosocial theories; Typological; Cognitive – Structural Theories – Introduction to New Career Center - UNR
E. Essential Competencies and Techniques necessary to practice a Developmental approach to students – including Gracious Confrontation and Collegiality as applied to College Student Development professional personnel

F. Types of Training for Leadership and “Self-Authorship” in College Student Development – Administrative; Professional – Technical; Mechanical – Technological; Interpersonal Communication; Group Development

G. Program Organization Management and Evaluation – Principles and Practice – Learning Communities as a CSD/Academic Faculty goal

H. Multiculturalism and Intercultural Sensitivity – Implications for socio-cultural, demographic and lifestyle diversity to college student development

I. Application of Humor in Counseling Ethnically Diverse students

J. Academic Advising, and Personal Counseling – Similarities and Differences; Beliefs; Core Values

K. Retention Issues – Responsibility shared by all institutional personnel – Key Programs; Forces influencing persistence in higher education

L. Visionary Team Building – Key Components for success – “Steamwork System”

M. Professionalism in College Student Development – NASPA; ACPA; ACA; ACCA and others

N. Introduction to Effective Grant-Writing

O. Building a positive relationship among counseling, academic advising, and mentoring for ethnically diverse students

**Professional Issues and Program Developments**

A. Theoretical Orientations to Student Development and Course Overview - Aug. 27

B. Career Development in Higher Education- Dr. Kevin Gaw- Sept. 10

C. Generation X Students vs. Millennials– Sept. 17

D. CSDer as Facilitator, Counselor, Leader---Collegiality and Confrontation- Sept 24

E. Grant Writing in CSD work- ACA Membership and CACREP- (Eve Benton) Oct.1

F. Academic Advising and Student Retention- (Bill Proebstel) October 8

G. Meeting the Needs of Mature Graduate Students- (Michele Humphries) Oct. 15

H. Midterm Exam…………………………………………….Oct. 22

I. Yan Shu…………………………………………….Oct. 29
J. Freshman Program Development in Residential Life- (Ronnie Langdon)- Nov 5
K. Career Counseling for Students with Disabilities- (Abby Kitchin)- Nov. 12
L. Wellness Programs for Community College Students- (JW Lazzari)- Nov 19
M. Gigi Guijaro………………………………………………………………Nov 26
N. Diversity in Student Leadership Roles- Olga Mesina………………Dec 3
O. Chris Westin……………………………………………………………………Dec. 10
P. Final Exam………………………………………………………..Dec 17

VII. STUDENT EXPECTATIONS AND ACCOMMODATIONS AND SERVICES FOR STUDENTS WITH DISABILITIES

"Students are expected to:

A. Attend class and complete all assignments in accordance with the expectations established by the professor and program of study to reflect a love of learning and the acquisition of knowledge and skills sufficient to qualify for the profession of college student development/counseling.

B. Conduct yourself in the classroom in a manner that contributes to a positive learning environment for demonstrating democratic values and respect for diversity.

C. Familiarize yourself with all university policies and procedures to be knowledgeable about such guidelines.

D. Ask questions and seek clarification, direction and guidance to any class assignment, university policy or procedure, which is unclear. Students may be expected to complete class requirements beyond the published meeting times. This varies by course and instructor."  (University of Nevada, Reno 2004-2005 General Catalog, p. 8)

"The Disability Resource Center (DRC) offers a wide range of support services and accommodations for students with specific documented disabilities. The DRC believes that you will find the students, staff, and faculty at the University of Nevada, Reno to be sensitive to your needs and eager to make every reasonable accommodation to assist you in attaining your academic goals. Sometimes, however, you may encounter a situation or concern that requires assistance. FEEL FREE TO CONTACT OUR OFFICE. YOUR NEEDS ARE OUR CONCERN. The DRC is located in room 107, Thompson, 784-6000."

VIII. STUDENT PERFORMANCE ASSESSMENTS

A. Self-Assessment: Electronic (as well as other CSD Coursework) (Employment) Portfolio (CD-RW) containing all materials gathered throughout 794

B. Two professional journal critiques demonstrating student ability to analyze and evaluate research in the field (10/5 & 11/16) – one must be from Chronicle of Higher Education
C. Formal Evaluations:
   1. Midterm exam (possible group case study) – 10/19
   2. Final exam (group problem-solving) – 12/7
   Midterm and final exams may be prepared to be taken online; Determination yet to be made.

D. Integration of learning from CEP 650; 651; 614; 715; 751 and 761 in presentation

E. Reflections (written) on 3 chapters (of choice) from textbook (1 page)

IX. STUDENT PERFORMANCE CRITERIA AND GRADING

A. Presentation of professional topic (includes editing of videotape, CD or DVD) which becomes your e-portfolio 30

B. Class participation and active interaction 10

**C. Midterm and final exams 20

D. Reflection papers on 3 chapters from textbook (chapter selection-your choice) 1 typewritten page 20

E. Two Professional article critiques* - one must be from the Chronicle of Higher Education 20

* 2 pages – double spaced – must be APA (4th Ed) publication style – (organized with accuracy in grammar, writing style and spelling)

** Midterm and final exams may be group experiences, may be reported in class or may be submitted online. Time constraints will yet determine which method will be used.
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<tr>
<th>DATE</th>
<th>PRESENTER &amp; ASSIGNMENT</th>
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<tbody>
<tr>
<td>8/27</td>
<td>* (Dr. Maples will cover 1st hour each week)</td>
<td>*Introduction - Overview – Adult Development Models and Theoretical Background – UNR CSD Professionals * John Newman – CD &amp; Videotape Guidelines</td>
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<td>9/3 Labor Day</td>
<td>Presenter: Kristel Garrison</td>
<td>*Guest Speaker – Dr. Kevin Gaw - Director – UNR Career Center and Organization of Student Development Functions Topic: Academic Advising: What is it and Who Should be Doing it to Benefit Students the Most?</td>
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<td>9/7</td>
<td>Presenter: Sara Smith</td>
<td>*Values and Spirituality in College Student Development Collegiality and Gracious Confrontation: Product of Value Systems; Schlossberg’s Theory Topic: “Leadership Development for Students and Professionals”</td>
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<td>9/14</td>
<td>Presenter: Jenna Reith</td>
<td>*Videotape of UNR Orientation Drama for Incoming Freshmen (Guest Speaker – Dr. Steven Maples) Topic: “Understanding and Appreciating Communication Styles of the Millennial Generation”</td>
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<td>9/21</td>
<td>Presenter: Dina Cipollaro</td>
<td>*Effective Grant – Writing (MM) Topic: “Take this Class and Love It: Techniques and Strategies for Motivating First-Year Students”</td>
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<td>10/5</td>
<td>Presenter: Jennie Voshell</td>
<td>*Addressing the Needs of Ethnically Diverse College Students: Counseling, Academic Advising and Mentoring (MM) Topic: “Student Retention: The Role of Learning Communities”</td>
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<td>10/12</td>
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<td><strong>MIDTERM EXAM</strong></td>
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<td>10/19</td>
<td>Presenter: Nicole Alberti</td>
<td>Judicial Affairs and College Student Development – Sally Morgan and Carol Millie Topic: “The Role of Conflict in College Student Developmet”</td>
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<td>11/2</td>
<td>Presenter: Cristie Tibbetts</td>
<td>Topic: “The Chicana/Latina College Student: Barriers to Student Success”</td>
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<td>11/9</td>
<td>Presenter:</td>
<td>*Programming and Services in College Student Development: Do Students Really Need so Much? Topic: “Mental Health in Higher Education: Counseling</td>
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<td>11/16</td>
<td>2nd Journal Critique due</td>
<td>Gina Sella</td>
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<td>11/23</td>
<td>Assignment</td>
<td>Andrew Serafico</td>
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<td>12/7</td>
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