COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE
HIED 6/76653 ~ Section 001~ Fall 2015
Dr. Brenda McKenzie
Wednesdays, 5:30 – 8:15 pm   122B White Hall

CONTACT INFORMATION:
Office hours: 3 – 5 pm, Wednesdays
                        9 – 11:30 am, Thursdays
                        By appointment
Contact information: 411 White Hall
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CATALOG DESCRIPTION:
Study of theories concerning the development of college students and principles for translating theory into practice.

COURSE DESCRIPTION
This course provides an overview of theories related to the development of college students. Through reading, discussion, reflection and research, students will co-construct knowledge and increased understanding of the complexities of student development and the application of these theories in post-secondary education. Specific attention will be given to considering how sex, gender, racial-ethnic heritage, sexual orientation, age, ability/disability, and social class contribute to the identity development of college students.

COURSE OBJECTIVES:
Upon successful completion of this course, students will be able to:
- Demonstrate knowledge of psychosocial, cognitive-structural, person-environment, and typological theories of student development in higher education;
- Demonstrate an understanding of a diversity of identity dimensions contributing to the development of college students (i.e. race, sexuality, gender);
- Analyze the relevance and applicability of diverse developmental theories to student affairs practice in colleges and universities;
- Analyze one's own development in relation to theory;
- Apply developmental theory to student interactions and program development in higher education;
- Critique student development theory scholarship on clarity, quality of research, and applicability;

- Develop appropriate interview protocols to gain an understanding of student experience, growth and development;
- Write theory-based learning outcomes and identity appropriate assessment methods for measuring outcomes;
- Serve as an active group member who contributes to the accomplishment of group's objectives;
- Clearly communicate thoughts, views and analysis verbally and in writing; and
- Accurately utilize APA style and formatting.

REQUIRED BOOKS FOR THIS CLASS:

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco, CA: Jossey-Bass.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Additional readings will be posted on our Blackboard course site.

Sources of readings not in the Evans et al. book listed above:
You will need this information for citations you may use in your assignments.

Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development, 48*, 1-22.

Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development, 40*, 518-529.

Astin, W., & Astin, H. S. (2010). Exploring and nurturing the spiritual life of college students. *Journal of College and Character, 11*, 1-9.

Banning, J. (1983). Ways to conceptualize the campus environment: A sampler. *Campus Ecologist, 1*(2). Retrieved from http://www.campusecologist.com

Baxter Magolda, M. B. (1998). Developing self-authorship in young adult life. *Journal of College Student Development, 49*, 269-284.

Baxter Magolda, M. B. (2004). Learning partnerships model: A framework for promoting self-awareness. In M. E. Wilson (Ed.), *College student development theory* (2nd ed.) (pp. 537-553). New York, NY: Pearson Learning Solutions.

Belenky, M. F. (1999 Winter). Women's ways of knowing. *New Directions for Student Services, 88*, 17-27.

Carter, K. A. (2005). Transgenderism and college students: Issues of gender identity and its role

on our campuses. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 379-390). Boston, MA: Pearson.

Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality, 4*(3), 219-235.

D'Augelli, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 312-333). San Francisco, CA: Jossey-Bass.

Dalton, J. C., & Crosby, P. C. (2010). When faith fails: Why nurturing purpose and meaning are so critical to student learning in college. *Journal of College and Character, 11*(3), 1-6.

Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A ground theory of college men's gender identity development. *Journal of College Student Development, 50*, 210-228.

Foubert, J. D., Nixon, M. L, Sisson, V. S., & Barnes, A. C. (2005). A longitudinal study of Chickering and Reisser's vectors: Exploring gender differences and implications for refining the theory. *Journal of College Student Development, 56*, 461-471.

Hardiman R., & Keehn, M. (2012). White identity development revisited: Listening to White students. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: Integrating emerging frameworks* (2nd ed.) (pp. 121-137). New York, NY: New York University Press.

Hindman, D. M. (2002). From splintered lives to whole persons: Facilitating spiritual development in college students. *Religious Education, 97*(2), 165-182.

Horse, P. G. (2012). Twenty-first century Native American consciousness: A thematic model of Indian identity. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: Integrating emerging frameworks* (2nd ed.) (pp. 108-120). New York, NY: New York University Press.

Jackson, III, B. W. (2012). Black identity development: Influences of culture and social oppression. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: Integrating emerging frameworks* (2nd ed.) (pp. 33-50). New York, NY: New York University Press.

Jones, S. R., & Abes, E. S. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity*. San Francisco, CA: Jossey-Bass.

Jones, S. R., & Abes, E. S. (2011). The nature and uses of theory. In M. E. Wilson (Ed.), *College student development theory* (2nd ed.) (pp. 3-16). New York, NY: Pearson Learning Solutions.

Kim, J. (2012). Asian American racial identity development theory. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), *New perspectives on racial identity development: Integrating emerging frameworks* (2nd ed.) (pp. 138-160). New York, NY: New York University Press.

King, P. M. (1994). Theories of college student development: Sequences and consequences. *Journal of College Student Development, 35*, 413-421.

Komives, S. R., & Schoper, S. (2006). Developing learning outcomes. In R. P. Keeling (Ed.), *Learning reconsidered 2* (pp. 17-41).

Konyak, J. C., & Kelly, D. L. (2013). Exploring MBTI as a training and development tool for undergraduate resident assistants. *Leadership & Organizational Management Journal, 4*, 114-136.

Love, P., & Talbot, D. (1999). Defining spiritual development: A missing consideration for student affairs. *NASPA Journal, 37*, 361-375.

Murray, J. L., & Hall, P. M. (2001). Gender differences in undergraduate Holland personality types: Vocational and cocurricular implications. *NASPA Journal, 39*, 14-28.

Parks, S. (2005). The journey towards mature adult faith: A model. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 139-153). Boston, MA: Pearson.

Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. *Journal of College Student Development, 44*, 797-812.

Reason, R. D., & Kimball, E. W. (2012). A new theory-to-practice model for student affairs: Integrating scholarship, context, and reflection. *Journal of Student Affairs Research and Practice, 49*, 359-376.

Stevens, Jr., R. A. (2004). Understanding gay identity development within the college environment. *Journal of College Student Development, 45*, 185-206.

Strange, C. (2011). Student development: The evolution and status of an essential idea. In M. E. Wilson (Ed.), *College student development theory* (2nd ed.) (pp. 17-33). New York, NY: Pearson Learning Solutions.

Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco, CA: Jossey-Bass.

Torres, V., & Hernandez, E. (2007). The influence of ethnic identity on self-authorship: A longitudinal study of Latino/a college students. *Journal of College Student Development, 48*(5), 558-573.

Upcraft, M. L. (1994). The dilemmas of translating theory to practice. *Journal of College Student Development, 35*, 438-443.

Wall, V. A., & Evans, N. J. (1991). Using psychosocial development theories to understand and work with gay and lesbian persons. In N. J. Evans & V. A. Walls (Eds.), *Beyond tolerance: Gays, lesbians, and bisexuals on campus* (pp. 25-38). Alexandria, VA: American College Personnel Association.

Worthington, R. L, Savoy, H. B., Dillon, F. R., & Vernaglia, E. R. (2002). Heterosexual identity development: A multidimensional model of individual and social identity. *The Counseling Psychologist, 30*, 496-531.

CLASS POLICIES

Attendance and Participation: Because the class relies on everyone's expertise and perspectives, each class session depends upon everyone being in class. I am aware that life happens, that it snows in Ohio, and that it is possible that upon occasion you may be forced to miss a class. Please contact me *in advance* if at all possible, and please also contact any of your classmates who may be affected by your absence. *You* are responsible for finding out what happened in class.

Participation is expected and highly valued in this class. Participation does **not** equal talking a lot. The following are examples of factors considered with evaluating participation:

- Contributing interesting, insightful comments
- Presenting good examples of concepts being discussed
- Building on the comments of others
- Raising good questions
- Being sensitive to the emotional impact of your statements
- Listening and responding appropriately to others' comments
- Attending all class meetings
- Being on time
- Using others' names and encouraging others to participate in the discussion

Assignments: Assignments are **due by the start of class** as indicated per the schedule below. Assignments must be submitted via Blackboard as **Microsoft Word documents**. Feedback on assignments will be provided through Blackboard as well. Please contact me if for some *unavoidable* reason you wish to hand in an assignment late. Lateness *will* affect your grade (i.e. points off for every day an assignment is late), because it *will* affect you in your professional life. If you have difficulty accessing Blackboard, either uploading assignments or accessing course content, please contact the Helpdesk (330-672-HELP) as soon as possible.

Format and Citations: Papers, including citations and references, must be written according to APA format (6th edition) unless otherwise specified. In addition to utilizing the *Publication Manual of the American Psychological Association*, 6th edition, students can also consult http://www.library.kent.edu/files/APACheatSheet.pdf for guidelines (see resources on the Blackboard site as well).

You *must* cite the sources you have used otherwise you are misrepresenting others works as your own, which equates to academic dishonesty. See chapter 6 of the APA *Manual* for additional information on what you must provide citations for – basically anything that is not "common knowledge." Your in-text citation must provide enough information for the

reader to find the full reference in your reference list (usually the author and publication date). Your reference list must provide enough information for the reader to find a copy of your source. If you cite an author's general line of argument, put the author's name and the publication date of the work in parentheses. If you quote an author's words, you must add the page number, or, if you are using electronic material that does not have page numbers, you should use paragraph numbers or other identifying marks, so your reader can find that exact quote.

Sources for research: You should use scholarly journals and other scholarly sources for your research in this class, although articles from reliable HE news sources, such as *The Chronicle of Higher Education* and *Inside Higher Education* will be appropriate for certain assignments. In general, you will want to use *peer-reviewed* periodicals, which means that other experts in the field (academic peers of the writer) have read the article before it was published and believe it has sufficient merit to warrant publication. Wikipedia is *never* an acceptable source, since anyone, with any degree of knowledge or lack of knowledge, can add material to an entry.

Electronics/Technology: Out of courtesy to classmates, please remember to turn to vibrate/off cell phones prior to class. Laptops/tablets are welcome for note-taking and doing research related to class, but not for non-course-related work. I am aware that some of you work in residence life and may have to be on duty during class; please let me know if you are on duty and may have to take a call during class.

This course is supported by Blackboard. I will post selected readings and other materials on Blackboard. You and your classmates may use Blackboard to e-mail each other. In particular, if you plan to send an email to the class, please remember to click "all users" so that I receive a copy, too!

Holidays: If you will be observing any religious holidays that fall on a class date, and will be unable to participate in class on those days, please let Dr. McKenzie know in advance.

Fall 2015 KSU holidays that impact our class:

- o Wednesday, November 11 – Veterans Day – No classes; university closed
- o Wednesday, November 25 – Friday, November 27 – Thanksgiving break; classes end at noon on the 25th and the university closes at 5 pm; no classes, university closed on the 26th-27th

Professional Association Conferences:

- OCPA Careers in Student Affairs – October 18, 2015 at Urbana University

Case Studies class: Among the last classes you will take in the HIED Master's program is the Case Studies class, in which you reflect on all that you have learned and the skills you have gained in the program, and try to synthesize your learning across all of your classes and experiences. You apply both theory and practical knowledge and skills to specific case studies in higher education administration, and you reflect on your learning throughout the program. Therefore, you will want to keep copies of all of your syllabi, papers, reflections, and periodically reflect on your own learning and how this course and others connect with what you are learning elsewhere in the program and with your own professional goals.

ASSIGNMENTS

My Story – a minimum of three, no more than five double-spaced pages – due Sept. 2
One of the best ways to understand student development theory is to connect it to our own experiences. This assignment asks you to write your own story. It should be a candid, thoughtful discussion of your self-understanding, not a theory-based paper. The purpose of this paper is for you to examine the ways in which you learned and developed in college.

Please use the following prompts to guide your thinking as you reflect on and write your story. You do not need to address every prompt, but consider them as you develop your story. Your paper should be a minimum of three and no longer than five double-spaced pages, so think carefully about what you want to include in this relatively short amount of space. This assignment is reflective so does not need to follow APA formatting but does need to be well-constructed and written.

Prompts:
- What significant experiences stand out for you in the previous four to five years (and/or as an undergraduate if that was more than 5 years ago)?
  - Why are these experiences important to you?
  - How have these experiences shaped who you are today?
- Who are you?
  - What factors play into this vision of yourself?
  - How have you come to see yourself in this way?
- How do you relate to others?
  - How have you come to this view of relationships?
  - What role do significant relationships play in how you see yourself?
  - What role do significant relationships play in how you decide what to believe or do?
- What are some of your key beliefs and values?
  - How did you come to hold these beliefs and values?

- o   How do you decide what to believe and value?
- What kinds of experiences do you find challenging?
  - o   Why do you think these experiences are challenging for you?
- What larger questions about college student learning and development does your story evoke?

Reading reflections – due dates are identified in the schedule below

It is important and valuable to take the time to reflect on the content of this course. At various times throughout the semester you will be asked to complete a one-page reflection of your reading. The purpose of these reflections is to provide you with a structured opportunity to process course content, its connection to your life, and meaningfulness to your work. Specific details for each reflection will be provided the week before it is due.

Final learning reflection and group project assessment – no more than five double-spaced pages – due Dec. 16

As the semester comes to a close, revisit your My Story assignment from the beginning of the semester. Discuss how what you have learned about student development theory helps you better understand your own growth and development, the growth and development of college students, and the application of theory to your work. In addition, describe your most significant learning from the course. Finally, you will assess your group project process, indicating how the team worked together and completed the project. Your paper should be no longer than five double-spaced pages, so think carefully about what you want to include in this relatively short amount of space. If you cite any sources, be sure to follow APA and include references.

Student Community Group Project – specific due dates are outlined below

Student development literature contains stories and theories of some student groups and fewer stories and theories of others. The purpose of this assignment is to learn the stories of some of these students less visible in the student development literature and then to generate a proposed program or service based on your learning and theory. This assignment is designed to help you learn more about the development of a specific population of students, connect learning about theory to actual student stories, and apply your learning to practice.

For this assignment, you will work in a small group (3-4 per group). This project includes multiple components which are outlined below; more comprehensive information regarding the various aspects of this project will be distributed throughout the semester. Drafts of your literature review, interview analysis, and program/service development will receive feedback and a grade. These pieces will form the foundation for your presentation and final project

submission so you will want to consider incorporating feedback and make appropriate edits for your final project grade. All assignments will be submitted as a group.

    a. Select a population of students who share similar qualities with each other such as social identity (e. g. race or religion) or an experience (e.g. Honors College or veteran status). Select a population of students with which you do not personally identify to study. Selections are due to Dr. McKenzie by **September 9**; send an email with group members listed and the student population you have chose. A list of student populations to consider is provided in the Blackboard folder.

    b. **Literature Review**: Read a minimum of two articles and/or book chapters per group member related to the psychosocial, cognitive, and/or identity development of your student population. No more than two articles may be from the *Chronicle* or *InsideHigherEd*. Write a literature review that synthesizes your readings, making connections between the findings and conclusions discussed and applicability of results to your work with students. Your draft should be a minimum of five pages in length. **Draft due September 23; final as part of your complete project report due December 16**.

    c. **Interviews Analysis:** Conduct interviews with six to eight students who identify as members of your chosen population; each member of your group should interview two students. Groups need to meet with Dr. McKenzie by **October 7** to discuss their interview questions and protocol. Resources related to interviewing students are available in our Blackboard site. Your written analysis should combine description, analysis, and implications of the applicability of theory to what you have heard/observed. Your draft should be a minimum of ten pages. **Draft due November 18; final as part of your complete project report due December 16.**

    d. **Program/Service Development:** Based on your literature review, class learning, and interviews, develop a program or service that addresses the needs of your identified student population. You will need to develop theory-based learning outcomes, a rationale for your initiative based on theory and your research, specifics regarding the program/service, and a basic assessment/evaluation plan. Your draft should be a minimum of five pages; appendices could be included (e.g. training agenda, marketing flyer). **Draft due December 2; final as part of your complete project report due December 16.**

    e. **Presentation:** Each group will present their findings and program/service recommendation to their classmates and invited guests who work with the identified student populations and other student affairs professionals.

Presentations should incorporate various media which could include power point, video, audio-recordings, and/or other visuals. Each group will have 15 minutes to present and 10 minutes for questions from the audience. **Due December 9**.

f. **Final Report:** Each group will submit a final compilation report that includes the literature review, findings from your interviews and observation, and program/service development. Groups should consider feedback received on draft submissions and their presentation in their final submission. Final submissions should be comprehensive, pull together the complete project in a synthesized manner, and be a minimum of 20 pages; appendices could be included (e.g training agenda, marketing flyer). **Due by 5 pm December 16.**

Doctoral student project

In order to receive doctoral-level (70000-level) credit for this course, doctoral students must complete an additional assignment. This assignment may take any form that is useful to the student, provided that it meets the following characteristics:

- It is in some way connected with the concept of student development theory.
- It reflects approximately 20 hours of work.
- It has some kind of scholarly or theoretical basis.

Confirm your project with Dr. McKenzie by **September 16**. Final projects are due no later than **December 2**. Doctoral students should be prepared to share their projects with the class in a 5-10 minute presentation.

GRADES

Master's students

Class attendance, participation (3 pts/day x 13 weeks)	39
My Story	15
Reading Reflection 1	5
Reading Reflection 2	5
Group project	
Literature review draft	15
Interview analysis draft	15
Program/service development draft	15
Presentation	20
Final report	35
Final reflection	15
TOTAL	179

Doctoral students

Class attendance, participation (3 pts/day x 13 weeks)	39
My Story	15
Reading Reflection 1	5
Reading Reflection 2	5
Group project	
Literature review draft	15
Interview analysis draft	15
Program/service initiative draft	15
Presentation	20
Final report	35
Doctoral project	20
Final reflection	15
TOTAL	199

Grading Scale

Grades will be based on the quality and completion of all work. More specifically, the grading scale for the course is:

A	90%-100%	C+	77%-79%	D	60%-66%
B+	87%-89%	C	73%-76%	F	59% and below
B	83%-86%	C-	70%-72%		
B-	80%-82%	D+	67%-69%		

GENERAL INFORMATION

Academic Integrity: As members of the community of higher education, we are all subject to the standards of academic integrity. Students are subject to the Code of Student Conduct. Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of University policy. All students must become familiar with and abide by the University's policy on academic integrity, which prohibits cheating and plagiarism. For more information about University policy see the University Policy Register at http://www.kent.edu/policyreg. Indiana University offers a useful guide regarding plagiarism: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml.

Academic integrity is taken very seriously in this class. Failure to observe appropriate standards of academic integrity can mean failure in the class – and failure in your career. If you have any concerns about APA style and the kinds of citations that are needed, please visit KSU's Writing Center or consult the APA's website (see http://www.apastyle.org/learn/tutorials/basics-

tutorial.aspx for a tutorial on the basics) or Purdue's Online Writing Lab section on APA.
http://owl.english.purdue.edu/owl/resource/560/01/

Accommodation: In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Accessibility Services (SAS), in the DeWeese Health Center (330-672-3391).
University Policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. For more information about your rights and responsibilities on this issue, see: http://www.kent.edu/sas/handbook.

Statement of Inclusion: Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated, and an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See "University Policy Register")

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

Writing Commons: Kent State has a Writing Commons designed to help you with all kinds of writing issues, from grammar to transition sentences to writing thesis statements. It's located on the fourth floor of the library. You can schedule an appointment online. If you can't get there, you can e-mail your paper and ask for feedback on a couple of specific problems. The Writing Center will NOT edit your paper for you, but will advise you to help you improve your work. Check the website for details. Contact information:

- (330)-672-1787
- E-mail: writing@kent.edu
- http://www.kent.edu/writingcommons

HIED 6/76653: COLLEGE STUDENT DEVELOPMENT: THEORY AND PRACTICE
FALL 2015
WEEKLY CALENDAR

DATE	TOPIC	ASSIGNMENT DUE	GUIDING QUESTIONS
Week 1 Sept. 2	Course Introduction Basics of Student Development	Syllabus *Learning Reflection – My Story*	• What does the topic of student development mean to you? • What do you need to feel successful in this course?
Week 2 Sept. 9	Understanding and Using Student Development Theory Conducting Literature Reviews Successful Group Experiences	Evans et al., chapter 2 Jones & Abes, 2011 King, 1994 Strange, 1994 *Groups identified; student population identified*	• How has theory evolved as it relates to student development? • How would you describe the various theoretical families of student development theory?
Week 3 Sept. 16	Psychosocial Theories – Chickering & Reisser APA Overview	Evans et al., chapter 3 Evans et al., chapter 4 Foubert et al., 2005 Wall & Evans, 1991 *Doctoral project plan due*	• What are the distinguishing features of each of the developmental tasks in Chickering's model? • What dimensions of the college environment shape developmental tasks and how?
Week 4 Sept. 23	Cognitive-Structural Theories – Kohlberg, Perry, Gilligan, Belenky et al., King & Kitchener	Evans et al., chapter 5 Evans et al., chapter 6 Evans et al., chapter 7 *Draft literature review due*	• What similarities appear across stages in the various cognitive models? • What are our educational responsibilities in terms of how to address cognitive development?

Week 5 Sept. 30	Cognitive-Structural Theories – Self-authorship	Evans et al., chapter 10 Baxter Magolda, 1998 Pizzolata, 2003	• How would you describe the key components of self-authorship? • To what extent does the model adequately address issues of social identity?
Week 6 Oct. 7	Dimensions of Identity – Students of Color Conducting Interviews	Evans et al., chapters 14, 15 Choose one additional reading from the following: Hardiman & Keehn, 2012 Horse, 2012 Jackson, 2012 Jones & Abes, 2013 Kim, 2012 Torres & Hernandez, 2007 *Reading reflection* *Interview questions due/Group meetings with Dr. McKenzie completed*	• What role does racism play in the developmental process of students of color? • What commonalities and differences might arise across the racial identity development models of varying groups?
Week 7 Oct. 14	Dimensions of Identity – Gender and Gender Identity	Evans et al., chapters 18 Belenky, 1999 Carter, 2005 Edwards & Jones, 2009	• How would you describe differences in gender versus sex and their influences on student development? • How does socialization influence gender identity? How is this either problematized or reinforced in the college context?

Week 8 Oct. 21	Dimensions of Identity – Sexual orientation/identity Multiple identities/Intersectionality	Evans et al., chapters 17 Abes, Jones, & McEwen, 2007 Choose one additional reading from the following: Jones & Abes, 2013, Intersectionality Jones & Abes, 2013, Queer Theory Cass, 1979 D'Augelli, 1994 Stevens, 2004 Worthington et al., 2002 *Mid-semester check-in due*	• How would you explain the varying approaches across sexual identity development models? What themes emerge that you feel are critical to understanding this process? • How would you explain the key dimensions of intersectionality?
Week 9 Oct. 28	Learning Outcomes and Assessment Theory to Practice	Komives & Schoner, 2006 Reason & Kimble, 2012 Suskie, 2009 University of Wisconsin-LaCrosse, 2009, Learning Outcomes Handbook Upcraft, 1994	• What challenges might you predict in applying student development theory to professional practice? • Why are theory-based learning outcomes relevant to student affairs work?
Week 10 Nov. 4	Typologies	Evans et al., chapter 8 Choose one additional reading from the following: Baxter Magolda, 2004 Holland, 1997 Konyak & Kelly, 2013 Murray & Hall, 2001 *Reading reflection*	• Why is discussion of typologies relevant to student development theory? • How has Kolb's learning cycle been applied in this course?

Week 11 Nov. 11	Veterans Day – No Class		
Week 12 Nov. 18	Person/Environment Theories

Transition Theory | Evans et al., chapter 9 Evans et al., chapter 12 Astin, 1999 Banning, 1983

Interview Analysis draft due | • What impact does campus environment have on student development? • How is Schlossberg's transition theory relevant to student affairs work? |
| Week 13 Nov. 25 | Thanksgiving break begins at noon – No class | | |
| Week 14 Dec. 2 | Spirituality and Faith Development

Doctoral Student Project Sharing | Evans et al., chapter 11

Choose two additional readings from the following: Astin & Astin, 2010 Dalton & Crosby, 2010 Hindman, 2002 Love & Talbot, 1999 Parks, 2005

Program/Service Development draft due *Doctoral Student Projects due* | • What is your own spiritual belief system? How does this influence you as a student affairs professional? • What relevance is there to different definitions of spirituality, faith, and religion? |
| Week 15 Dec. 9 | Project Presentations | | |
| Week 16 Dec. 16 | Finals week – no class meeting | *Final full project due*

Final learning reflection | |

Portions of this syllabus are adapted from ideas shared by Dr. Elisa Abes, Miami University; Dr. Laura Dean, University of Georgia; Dr. John Dugan, Loyola University-Chicago; Dr. Nancy Evans, Iowa State University; Dr. Susan Iverson, Kent State University; Dr. Christina Lunceford, Bowling Green State University; Dr. Martha Merrill, Kent State University; Dr. Dan Merson, Penn State University; Dr. Kim Nehls, UNLV; Dr. Eric Pratt, Mississippi College; Dr. Sean Robinson, Morgan State University; and Dr. Sherri Sanders, The University of Texas at Austin