STUDENT DEVELOPMENT THEORY
SAHE 7860
3 Semester Hours (Spring 2014)

CRN 22882 Class B	CRN 20220 Class A
Tuesday 5:45 pm-8:30 pm	Wednesday 5:45 pm-8:30 pm
SPL Room 226	SPL Room 226

Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, & Technology
Higher Education Leadership

Conceptual Framework: Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Instructor Information

Name:	Dr. Travis York, Assistant Professor
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Telephone:	229.333.5633
E-mail Address:	ttyork@valdosta.edu--- Please email me at this email, **not through BlazeVIEW**
Office Hours:	Monday 10 am-Noon; Tuesday & Wednesday 1pm-5pm; or by appointment*
Website:	http://www.valdosta.edu/coe/clt/highered/index.shtml

*The above office hours are subject to change based upon the instructor's conference travel and meeting schedules.

Required Texts

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: Jossey Bass.

Stage, F.K., & Hubbard, S.M. (2012). *Linking theory to practice: Case studies for working with college students* (3rd ed.). Routledge: New York, NY.

Recommended Texts

Baxter Magolda, M. B. (2001). Making their own way: Narratives for transforming higher education to promote self-development. Sterling, VA: Stylus.

Chickering, A. W., & Reisser, L. (1993). Education and identity (2nd ed.). San Francisco: Jossey-Bass.

Harper, S.R., & Quaye, S.J. (Eds.) (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations.* New York: Routledge.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Supplemental Learning Resources
This course will include the use of supplemental text relevant to course material. Required and/or beneficial learning materials can access these additional readings on BlazeVIEW D2L.

Course Description
This course studies the development of the individual post-secondary education student. The major philosophies of student and individual development will be examined, in light of current adult theories. The emphasis of the course will be on the specialized and developmental needs of the post-secondary education student.

Course Purpose
The purpose of this class is to provide an overview of foundational theories, frameworks, and models related to college student development. This Course instructs students on research related to college students' behavior, social identity, moral identity, racial identity, sexual identity, and gender identity, which will aid higher education/student affairs professionals in their daily work with engaging students.

Course Objectives & Outcomes
Through regular class participation and conscientious completion of assignments, students are expected to achieve the following designated learning outcomes:
- Objective: To identify and describe college student development theories, frameworks, models, and best practices.
    - Outcome: Students will be able to list and explain major college student development theories.
- Objective: To develop knowledge on various student communities.
    - Outcome: Students will be able to describe various campus communities and subpopulations.
- Objective: To apply college student development theories and best practices to higher education institutions.
    - Outcome: Students will be able to describe the connection between organizations and how higher education institutions can facilitate student development.
- Objective: To analyze and evaluate the impact of college experiences on students through recent research.
    - Outcome: Students will be able to demonstrate the changing characteristics of college students.

College of Education Conceptual Framework Standards (CFS)
(* Indicates which standard(s) applies to this course)
  I. *CONTENT AND CURRICULUM**
     Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
  II. *KNOWLEDGE OF STUDENTS AND THEIR LEARNING**
     Educators support the intellectual, social, physical, and personal development of all students.
  III. *LEARNING ENVIRONMENTS**
     Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
  IV. *ASSESSMENT*
     Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
  V. *PLANNING AND INSTRUCTION**
     Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
  VI. *PROFESSIONALISM**

Educators recognize, participate in, and contribute to teaching and learning as a profession.

Learning Outcomes for VSU's Core Curriculum
All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at
http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml

Universal Student Learning Outcomes for VSU's Higher Education Graduates
Part 5a.1. Foundational Studies
- Discuss the philosophical foundations of the profession, referencing historical and contemporary documents, to indicate how values guide practice.
- Apply a recognized professional organizations' code of ethics or ethical principles to professional work.

Part 5b.2. Student Characteristics and Effects of College on Students
- Translate theoretical knowledge about student characteristics and collegiate environments into meaningful learning experiences for students with diverse backgrounds.

Part 5b.3. Individual and Group Interventions
- Design interventions for individuals and groups using appropriate resources and referral practices.
- Identify and explain contemporary issues facing higher education and create viable solutions.

Part 5b.4. Organization and Administration of Student Affairs
- Apply knowledge of leadership, organizational functions, and management practices.
- Demonstrate professional competencies in budgeting, finance, and strategic planning.
- Explain statutory case law and higher education policies and relate understanding to decision-making.

Part 6. Practical/Professional Competencies
- Develop and/or improve skills in the following areas:

Collaborative Work	Conflict Mediation	Leadership for Change
Critical Thinking	Effective Verbal & Written Communication	Informed Decision-Making
Networking & Professional Development	Work with Diverse Population	

Professor's Expectations of Students
This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. Rather than just summarizing the readings, I expect students to critically engage with and building upon the ideas described in the course reading. **For this to be achieved, everyone must come to class prepared**. Students are responsible for completing the week's assigned readings and activities **prior to class**. Cultivating this type of classroom environment also requires that students be active participants in the learning process. Students will be graded on their engagement and classroom participation. This does not mean that students have to speak a certain number of times in each class or that talking a lot will guarantee full credit; rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities.

A note on the syllabus: it is intended to a living, fluid document, not a static set of rules for us to abide by. It may change based on need for greater depth, group interest in a particular topic, or time constraints. While sometimes this will mean additional assignments or work outside of the classroom that may or may not be graded, often adjustments to the syllabus will be in the students' favor. I am open to change and adjustment and welcome discussion and feedback.

Classroom Conduct/Professionalism
The importance of professionalism and ethics can never be overstated. Professional attire, language, and demeanor convey maturity, responsibility, and indirectly encourage individuals to make positive judgments. In addition, you are representing your institution, office, and program. Your professionalism is a direct reflection

on your institution and training. Hence, respectful language, use of evidence based practices, and active participation are requested.

I understand that several students prefer to use their laptops/tablets to enhance their learning experience by take notes in class or even looking up content that we are discussing; I may even ask you to do that at points in time so feel free to bring them. I ask, however, that you use these tools as way to engage **not disengage or distract**. Behaviors such as texting, engaging in social media, browsing the internet, checking email, writing notes to each other, and even excessive chatting is extremely distracting and, quite frankly, rude to persons engaged in the learning environment. My expectations for you, as adult graduate students, is to comport yourself in a way that contributes positively to the learning environment and that you are open to constructive criticism should you fall short of that expectation. Students who are disrupting class or distracting the professor will be asked to stop their behavior. Should the behavior continue, that colleague will be asked to leave the class.

Eating and drinking is acceptable in class if necessary; however, I ask is that you please avoid this practice if possible and if you need to eat because of scheduling issues, please avoid bringing snacks or foods that are overly loud or disruptive when eaten. I will try to provide a quick bathroom break around the middle of class. As such, please avoid the distraction of exiting class (unless it is an emergency).

As current and future higher education professionals, there are guiding principles and values to ensure daily work with and on behalf of students remains effective and beneficial. The National Association of Student Personnel Administrators (NASPA) along with the American College Personnel Association (ACPA) and several other student affairs related professional organizations each promote professional tenets. Below are some key professional practices:

- **Integrity** – High moral principles exhibiting authentic, honest, just, and ethical behavior.
- **Innovation** – Continuously seeking improvement through new and creative approaches.
- **Inclusion** – Seeking ways to ensure access, acknowledgement, opportunity, and participation for all.
- **Inquiry** – Supporting research and scholarship to add to the knowledge base of the profession and ensure that data informs practice.
- **Diversity** – Continuously working to gain or enhance multicultural competence.
- **Communication** – Free and open exchange of ideas in a context of mutual respect.
- **Advancement and dissemination of knowledge** – Stay abreast of literature relevant to college students and their learning as well as to the effectiveness of student affairs professionals. Seek opportunities for professional development and personal growth.
- **Outreach** – Advocating for issues that are of concern to students, student affairs professionals and the higher education community.

Attendance Policy
Your presence in class is necessary given the blended nature of our course and the limited time we have together. Students are allowed one class absence to use as necessary (illness, GA commitment, personal reasons, etc.). If emergency circumstances prevent a student from attending class, he/she should contact the instructor prior to class as a professional courtesy. Multiple absences—barring emergency, or previously approved absences from the professor—or repeatedly arriving late to class and/or leaving early may result in a reduction of the student's final course grade. Students are encouraged to communicate with a classmate to obtain notes or materials in the case of approved absences.

Students are expected to engage with the course material and with each other through our online mediums in between the face-to-face courses. There will certainly be some weeks that other obligations take priority-and that's okay; but I encourage you to consistently interact with this course material on a weekly basis. Your consistent engagement will provide you with a better educational experience.

Recognition of Religious Pluralism
Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Safe Space
In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy
Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will e-mailed to students' VSU accounts. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments.

Dewar College of Education Policy Statement on Plagiarism
Below is information directly quoted from the Academic Honesty Policies and Procedures:
> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

The consequences for acts of academic dishonesty in the Dewar College of Education are:
First Offense:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form http://www.valdosta.edu/coe/studentsinfo.shtml
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

Second Offense:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form and the policy will be followed http://www.valdosta.edu/coe/studentsinfo.shtml
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml   According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Accessibility Statement
Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age,

sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or e-mail: access@valdosta.edu

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml

Course Requirements

Late Assignments, Incompletes, and Extra Credit

The instructor will not accept late assignments for credit. In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete for the class simply because the student desires more time to complete course requirements. Finally, as a matter of sound pedagogical practice, there will be no extra credit assignments.

Assignment Format

The assessments in this course are designed to measure acquisition of knowledge, skills, and cognition while developing students' intellectual curiosity. It is my goal that these will result in understanding and wisdom. All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in Times New Roman, 12 pt. font with one-inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins. If an assignment has obviously not been proofread or APA Style is not followed, the instructor reserves the right to reduce the assignment by one letter grade.

Course Evaluation

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

90-100% = A (Excellent; 4 quality pt/hr)   65-69% = D (Passing; 1 quality pt/hr)
80-89% = B (Good; 3 quality pt/hr)   ≤ 65% = F (Failing; 0 quality pt/hr)
70-79% = C (Satisfactory; 2 quality pt/hr)   WF = Withdrew Failing (0 quality pt/hr)

Grading	

A	• Student attends and is engaged in at least 100% of class sessions in their entirety.
	• As a part of participation and engagement:
	    ○ Engages in critical reflection in individual and group settings
	    ○ Provides thoughtful and constructive feedback to peers
	• Student completes and submits all assignments on time.
	    ○ Written work is well organized, clear, concise, compelling arguments and illustrate critical thinking and analysis; Uses APA style appropriately; is grammatically sound; and a evidences scholarly curiosity.

B	• Student attends and is engaged in at least 90% of class sessions in their entirety.
	• As a part of participation and engagement:
	    ○ Occasionally engages in critical reflection in individual and group settings
	    ○ Provides mostly thoughtful and constructive feedback to peers
	  • Student completes and submits all assignments on time.
	    ○ Assignments are organized, mostly clear, concise, compelling argument and occasionally illustrates critical thinking and analysis; APA style is loosely adhered to at best; has some grammatical errors.

C	• Student attends and is engaged at least than 80% of class sessions in their entirety.
	• As part of participation and engagement:
	    ○ Engages in surface level reflections in individual and/or group settings
	    ○ Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that contribute to class environment.
	  • Student completes and submits assignments on time.
	    ○ Assignments fulfill the minimum requirements.
	    ○ Written work is somewhat organized but fails to synthesize multiple ideas and literature into a coherent argument; APA style is loosely adhered; paper may suffer from some grammatical errors.

D-F	• Student attends and is engaged in less than 80% of class sessions in their entirety.
	• As part of participation and engagement:
	  • Student rarely engages in course material or reflections in individual and/or group settings
	  • Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to a collaborative learning community
	  • Student does not complete at least two assignments on time.
	  • Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.

Class Participation & Attendance (10%) – Due Weekly

As aspiring and practicing professionals in higher education, you will need to establish a sense of comfort in participating and leading discussions. There will be several different ways to participate in the classroom setting, including: asking questions or provoking a topic of conversation; participating in small group conversations; and presenting research to class participants.

Students are allowed one class absence to use as necessary (illness, GA commitment, personal reasons, etc.). Missing more than one class may affect your participation grade-barring extenuating circumstances approved by Dr. York.

Video Log (VLog) Group Discussions (50%) – Due 10 Weeks/See Schedule (Friday, midnight-prompter; Monday, midnight- group responses)

During our first class you will be assigned a discussion group. Each week's class a member of the group will be responsible for providing their group with a thoughtful and critical discussion prompt drawing from that week's assigned reading. Discussion prompts will be due the **Friday prior to class by midnight**. The remaining members of the discussion group will then have until **midnight on Monday (prior to class)** to upload their contributions to the discussion. Please refer to the guide on BlazeVIEW about how to upload your video.

The goal of this ongoing assignment is to provide you with a way to discuss the theories from our reading and their application without simply asking you to post written material to a discussion board. Group members are encouraged to create multiple responses (additionally, **after your individual post** group members are welcomed to record and post live discussions).

Discussion Prompt Grading Rubric:
An excellent discussion prompt response will have the following characteristics: (1) be thoughtful and provide unique insight or information, (2) reference the readings and materials assigned for that week, (3) be of appropriate length—generally 5-10 minutes; (4) will be cohesively structured and organized. Writing out your prompt ahead of time will help you organize your thoughts and questions.

Comments on others' responses:
An excellent response will raise points not made in the original response (i.e., "I agree" or "I disagree" is **not** an excellent comment), be respectful in tone, be appropriate in length, and be well organized. Comments can take a point of view different from the original post, argue against the position taken by the original poster, point out an error or omission in the original post, or provide additional information to support a particular argument made in the discussion. It is important to draw on materials from the readings or other related material and cite them appropriately.

Leading Class Activity (Counts for that week's VLog Assignment) – Due _____

Each V-Log small group will be responsible for facilitating a 45-minute class activity during one week of class. The activity (discussion) should be deeply related to the class theme and readings for that week. *Please do not summarize the readings for the week – your activity should build upon the readings and encourage your colleagues to reflect, learn, apply, and/or synthesize the material in an effort to deepen our understanding.* This activity can take almost any form–feel free to be creative–but it should directly relate to the readings and class topic and should seek to accomplish specific goals (highlighted in your lesson plan).

Groups are required to meet with Dr. York prior to class (preferably on Monday, 11 am-noon) to discuss their project. At the pre-class meeting, groups are expected to provide a detailed activity plan (template provided on BlazeVIEW).

Student Stories and Analyses Project (40%)- Final Presentation and Paper Due

Applying existing theory to student experiences and beginning to see additional ways of looking at those experiences are also intended outcomes of this course. Working in teams of two or three, you will choose from a list of groups of students that have something in common with one another (e.g., a psychosocial identity, such as a racial, ethnic, gender, or religious identity; an experience, such as being returning adult learners, international students, or first-generation college students). Each group member will interview at least three students who fit into the group you have chosen. You will then develop a summary of information you learned in your interviews, create an informal model of development for this group of students, compare your model to existing models, and provide a critique of existing models in relation to what you learned from students about their experiences. You will present the final results of your project in poster format, with elements of the project due throughout the term (see below). While you work in your group to create your interview questions, discuss findings, create your model, and poster presentation, your final paper will be an individual assignment.

1. Sign up for topics **in class on January 28/29**. As a group you will submit a one-page document identifying possible recruitment strategies and a list of potential interview questions to BlazeVIEW by **midnight on February 4/5**.

2. Individually complete at least three interviews and write individual (one for each group member) draft summary of the students' stories (10%): submit to BlazeVIEW by **midnight on March 25/26**.

3. As a group you will draft an informal model that reflects the major ideas from your collective students' stories. To do so, you might go through the stories to identify themes that relate to various dimensions of development. Organize the themes into a "picture" of development, using your data to explain and support the themes you will present. This model can take any form as long you include relevant dimensions of development and can explain what each means. One draft per group should be submitted to BlazeVIEW by **midnight on April 8/9**.

4. Individual Comparison Paper (20%)- Each member of the group is asked to submit an individual paper (**Hardcopies Due in Class on April 22/23**) comparing the student stories and informal model to at least three theories we study in class. In this analysis, comment on: a) parallels you notice between students' stories/model and existing theory and why you think these parallels exist, and b) differences you notice between students' stories/model and existing theory and why you think these exist. Some similarities and differences may be based on your sample; but in other cases, the students' stories may reveal shortcomings of existing theories. Group members should not discuss this aspect of their project until after their papers are submitted; afterwards, you may collaborate on incorporating these individual assignments into the culminating poster presentation (see below).

5. The project will culminate in conference-style poster presentations (10%) from on the evening of **Tuesday, May 6**[th]. We will discuss the specifics of the poster formatting, but you can expect to include a title, brief description of your sample and interviews, a summary of students' stories, brief explanation of the components of your informal model (ideally accompanied by a graphic), an overview of comparison of your theory to existing theory (either in text or graphic format).

Course Calendar & Assignment Deadlines

Date	Topics & Readings	Assignments
Week 1 Jan. 14/15	Welcome & Course Overview Review Syllabus; Mini-Essay I: Self & Course Obj.; VLog Tutorial; Leading Class Activities Sign-up Readings o Baxter Magolda (2003) Identity in learning: Student affairs' role in transforming higher education. [BV]	
Foundational Theories		

Week 2 Jan. 21/22	Introduction to College Student Development Theory
	
	Readings
	   o Evans Ch. 1; 2
	   o Owen (2002). Using student development theories as conceptual frameworks in leadership education. [BV]
	   o Wolf-Wendel & Ruel (1999). Developing the whole student: The collegiate ideal. [BV]
	   o Chickering & Reisser (1993). A current theoretical context for student development. In *Education and identity* (2nd ed.). [BV]
		-VLog 1 Due

Week 3 Jan. 28/29	Models of Developmental Contexts & Processes; Prep for Assignments Sing-up for Student Stories Project
	Readings
	   o Stage, Ch. 1; 2
	   o Love, P.G. (1999). Kegan's orders of consciousness. [BV]
	   o Renn & Arnold (2003). Reconceptualizing research on college student peer culture. [BV]
		-VLog 2 Due

Psychosocial Developmental Theories		

Week 4 Feb. 4/5	Introduction to Psychosocial Development; Chickering's 7 Vectors;
	
	Readings
	   o Evans Ch. 3; 4
	   o Chickering (1969). Introduction & Overview. In *Education and identity*. [BV]
	   o Chickering & Reisser (1993). Seven Vectors: An overview. In *Education and identity* (2nd ed.). [BV]
	   o Kim (2012). An alternative theoretical model: Examining psychosocial identity development of international students in the United States. [BV]
		- SSP Recruitment & Interview Questions

Week 5 Feb. 11/12	Stage Theories & other Linear Models of Racial & Ethnic Identity
	
	Readings
	   o Evans Ch. 14 (esp. Cross & Fhagen-Smith's model); 15
	   o Helms (1995). An update of Helms's White and People of Color racial identity models. [BV]
		-VLog 3 Due

	o Kodama (2002). An Asian American perspective on psychosocial student development theory. [BV]	

Week 6
Feb. 18/19
	Non-Linear Models & Factors Related to Racial & Ethnic Identity
	
	Readings
	    o Trueba, H. T. (2002). Multiple ethnic, racial, and cultural identities in action: From marginality to a new cultural capital in modern society. [BV]
	    o Renn (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. [BV]
	    o Wilson (1996). How we find ourselves: Identity development and two-spirit people. [BV]
	Skim Evans Ch. 16
		-VLog 4 Due

Week 7
Feb. 25/26
	Gender Identity and Sexual Orientation
	
	Readings
	Skim for basic orientation: Evans, Ch. 17 (read Cass's Model); 18
	    o D'Augelli (1994). Identity development and sexual orientation: Towards a model of lesbian, gay, and bisexual development. [BV]
	    o Bilodeau & Renn (2005). Analysis of LGBT Development Models and implications for practice. [BV]
	Choose at least one:
	    o Carter (2000). Transgenderism and college students: Issues of gender identity and its role on our campuses. [BV]
	    o Ormiston (1996). Stone butch celebration: A transgender-inspired revolution in academia. [BV]
		-VLog 5 Due

Week 8
Mar. 4/5
	Social Class; Ability
	Mini-Essay II: Mid-Semester Evaluation (in class)
	Readings
	    o Roberts & Rosenwald (2001). Ever upward and no turning back: Social mobility and identity formation among first-generation college students. [BV]
	    o Harley, et al. (2002) Lesbian, gay, bisexual, and transgender college students with disabilities: A look at multiple cultural minorities. [BV]
	    o Shakespeare (1996). Disability, identity, and difference. [BV]
		-VLog 6 Due

Week 9
Mar. 11/12
	Sociological Perspectives on Identity Development; Multiple Dimensions of Identity Development
	Readings
	    o Evans, Ch. 13 (skim
	    o 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.
	    o Cerulo (1997). Identity construction: New issues, new directions. [BV]
		-VLog 7 Due

	o Weber (1998). A conceptual framework for understnaidng race, class, gender, and sexuality. [BV]	
Week 10 Mar. 18/19	Spring Break- WOOT! (NASPA)	
Cognitive, Intellectual, & Moral Development		
Week 11 Mar. 25/26*	Spirituality & Faith Development Readings o Evans, Ch. 11 o Daloz & Parks (2003). Mentoring big questions and worthy dreams for young adults. [BV] o Bryant (2006). Exploring religious pluralism in higher education: Non-majority religious perspectives among entering first-year college students. [BV] o Beers (2003). Faith development on Christian College campuses: A student affairs mandate. [BV]	- SSP Interviews Completed and Summary Due (BV by Midnight)
Week 12 Apr. 1/2*	Perry, Perry, Perry: Intellectual & Ethical Development Readings (in order) o Perry, W. G. (1981). Cognitive and ethical growth: The making of meaning. In A. W. Chickering & Associates (Eds.), *The modern American college* (pp. 76-116). San Francisco: Jossey-Bass. [BV] o Knefelkamp, L. L. (1999). Introduction. In W. G. Perry, *Forms of intellectual and ethical development in the college years: A scheme* (pp. xi-xxxviii). San Francisco: Jossey-Bass. [BV] o Evans, Ch. 5	-VLog 8 Due
Week 13 Apr. 8/9	Intellectual Development & Ways of Knowing Readings o Evans, Ch. 7; 8 o Clinchy, B. M. (2002). Revisiting women's ways of knowing. In B. K. Hofer & P. P. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 63-87). Mahwah, NJ: Lawrence Erlbaum Associates. [BV] o Gilligan, C. (1979). Woman's place in man's life cycle. *Harvard Educational Review, 49,* 431-446. [BV]	- SSP Group Informal Model Due (BV by midnight)
Week 14 Apr. 15/16	Learning Theories Readings o Evans, Ch. 8 o ACPA (2004). Learning Reconsidered. [BV]	-VLog 9 Due
Week 15 Apr. 22/23	Moral Development	- SSP Individual Papers Due In Class

	Readings
	    o Evans, Ch. 6
	    o Kohlberg, L. (1990). The cognitive-development approach to moral education. [BV]
	    o Herrmann, T. (2003). Kohlberg and Fowler: Two models for considering the moral progress of college students. *Growth: The Journal of the Association for Christians in Student Development, 3,*13-22. [BV]
		(Hardcopy)

Integrative Development Theories		
Week 16 Apr. 29/30	Ecological Approaches; Self-Authorship; Transition Theory; and Using Theories in combination Mini-Essay III: End of Semester Eval (in class) Readings o Evans, Ch. 9; 10; 12; 19	-VLog 10 Due
Finals Week **May 6**	Student Stories Project- Group Poster Presentations	-SSP Group Posters (also upload to BV)

*Online Class Session