

CAHE 522: Student Development in Higher Education: Programs, Issues, and Practices

Dr. Z Nicolazzo
Assistant Professor, Higher Education and Student Affairs
Office: 201-D Gabel Hall
Office hours: Tuesday 12:00noon – 6:00p; Thursday 9:00a – 3:00p

Thursday, 3:00 – 5:40p
Graham Hall 341
(e): znicolazzo@niu.edu
(p): (815) 753.9373

“Theory is the result of the need people have to make sense out of life. It enables the organization and interpretation of enormous amounts of information existing in the world. ...Theory is a valuable tool for [student affairs] practitioners, but its use also presents challenges. To be effective, theory must be used responsibly.” (Evans, Forney, Guido, Patton, & Renn, 2010, pp. 23-26)

"People are different from each other." (Sedgwick, 2008, p. 22)

Course Overview

This course will focus on current programs, issues, practices, research, and trends in student development programming in higher education. The purpose of this course is to explore and understand the nature, culture, and development of the American college student. The course will examine a range of developmental theories offering insight into the processes of student learning, growth, and development during the college years. There will be an emphasis on exploring the historical, philosophical, and theoretical foundations of student development theory related to student affairs practice. Additionally, special focus will be directed towards understanding the implications of these models for the policies and practices of higher education and student affairs administration as well as the possibilities, limitations, and barriers for enacting student development theory in practice.

Learning Outcomes

Through active engagement with readings, class meetings, and a shared learning community, students will:

1. Explore the major historical, philosophical, and theoretical foundations of student development in the higher education institutions within the United States.
2. Examine student development theory within the major families of models and its use in programs and services in multiple campus settings.
3. Analyze the cultural contexts in which development occurs.
4. Apply appropriate theory to illustrate the sequence/patterns of development in diverse ethnic/cultural groups in higher education.
5. Develop a personal philosophy of college student development.
6. Use student development theory to design programs and services in various units within student affairs/personnel services.
7. Design a learning environment that promotes college student development.
8. Identify current scholars and trends in college student development.
9. Examine and interpret a student's behavior using a range of developmental theories.

Required Texts

There are two required texts for this course, which are as follows:

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. [EFGPR]

Helms, J. E. (2007). *A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life* (2nd ed.). Alexandria, VA: Microtraining Associates.

Additionally, you are highly encouraged to purchase the 6th edition of the Publication Manual of the American Psychological Association. All CAHE courses require you to know and use appropriate APA formatting for written work, so this manual will serve as an invaluable resource.

All other course readings will be made available via electronic PDFs on Blackboard

Throughout the course of the semester, you may come across readings or other materials (blogs, films, articles, YouTube clips, etc.) that may be relevant for this course. Please feel free to email materials to me ahead of time and I will do my best to incorporate them. Additionally, you are welcome to bring materials to class to share with our learning community.

I use Twitter as a tool to engage in conversations with other higher education professionals on issues related to transgender people as well as social justice and equity in higher education. If this is of interest to you, please follow me on Twitter @trans_killjoy. I will use #CAHE522 for Tweets especially relevant for this course. Please consider tweeting/posting relevant information using this hashtag as well. If you do not use Twitter, or prefer not to engage in this way, that is fine, too. This is just another possible way to extend your learning past the classroom walls, but is not required and, as such, will not be factored into grading.

Course Expectations

Participation (10 possible points / 10% of overall grade): This course is structured to be largely discussion based. Due to this, we all—instructor and students—share in the responsibility of engaging with assigned texts as well as each other. The learning community we create as a class is greatly enhanced by everyone's active participation. This means you are expected to come to class ready to engage with your peers as well as the texts, assignments, myself, and any guest presenters we may invite to join our group. You are not required, nor encouraged, to make final pronouncements about the readings and discussions we have, but rather to use class as a forum for asking questions and developing deeper understandings of the issues raised throughout our shared time. Dissent within discussion is a part of the learning process—and it is especially important in a civil society for us to develop the skills necessary to speak across our differences in ways that foster understanding, justice, and dignity. You will be expected to engage with the course materials and with each other in a respectful and intellectually serious manner. However, there is no expectation that we will all agree with each other perfectly by the end of the day, or for that matter, at the end of the semester. Please note that the quality of your contributions is much more important than the quantity of your words. Listening attentively and responding thoughtfully to your peers is also an important part of your contributions to the class.

Appropriate Challenge: We all come to this class with varying levels of personal experience, awareness, and investment in the topic of student development, specifically developmental theory. Because of this, the course may at times feel basic, while at other times, it may feel highly advanced. For the times when you may feel unchallenged with the required readings and discussions, I encourage you to explore additional readings, some of which I will provide on the Blackboard site for this course. I also encourage you to engage your peers in critical conversation and to ask "big questions" that will stimulate further thought.

For the times when you may feel like the reading and conversations may be overwhelming, I encourage you to stick with it. Thinking about and putting student development theory into practice is tough stuff for all of us, regardless of our own perceived "level of expertise." However, the point is not to give up. Instead, I encourage you to be in communication with your peers and me about what you do not understand. Encourage people—including me as an instructor—to slow down, explain themselves, and break down the complexity of our conversation. Rather than being an impediment to learning, this will help everyone. Doing so will help you gain a footing about the ideas and concepts we are discussing. It will also require others to think deeper in order to clearly articulate the ideas and concepts they may have previously perceived to be unassailable.

You are also highly encouraged to speak with me if the course seems too advanced and/or not advanced enough for you. We can then make a plan for how you can get what you need from the class, keeping in mind the learning objectives for the course. If you are thinking of doing this, I strongly suggest you be proactive and not wait too long. It is far easier for you and me to work alongside each other to create a positive learning experience when you talk with me early and are willing to be solutions-oriented.

Attendance: Because this class relies heavily on everyone's active participation in discussion, you are expected to attend all class sessions. However, I also understand certain circumstances may arise that preclude you from being in class. It is your responsibility to discuss any absences with me well ahead of time. In the case of an emergency, I ask that you talk about your absence as early as possible. Valid reasons for missing class include family emergencies, health emergencies, and religious observances, and excused absences will be negotiated on an individual basis. However, your grade will be dropped a full letter grade if you have two unexcused absences. If you have a third unexcused absence, your grade will be dropped another letter grade. If you have more than three unexcused absences, you will be dropped from the course.

Late Assignments: This syllabus acts as a contract for our class and our learning community. Due to this, you are expected to follow all deadlines and turn in assignments on time. If, for some reason, you are unable to do this, you must meet with me to discuss why you did not turn in the assignment by the original deadline. Because every assignment is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for your turning it in late. If you neglect to meet with me to discuss your assignment being late and what you feel an acceptable consequence would be, your overall grade for the assignment will be reduced by a partial letter grade for each day it is late. For instance, an A will be dropped to an A-, an A- to a B+, a B+ to a B. Please note that turning

in late assignments will have a negative impact on not only your learning and overall grade for the course, but also on our learning community

Use of Technology in the Classroom: Similar to when you are working with others on campus, it is painfully obvious to me as an instructor when someone is using their cell phone, laptop, tablet, or other technological gizmo for purposes unrelated to class. Not only does this negatively impact you and your learning, but it also has a negative impact on others in your learning community, who become distracted by what you are doing. As such, I encourage you to make wise choices about your (non-)use of technology during class. If it will be a distraction, and you know this, I encourage you to turn these devices off or not bring them to the classroom. However, if using these devices enhances your learning and the learning of others around you, then have at it. If I or others become concerned about what we perceive to be your misuse of technology in the classroom, I will have a conversation with you. If this becomes an ongoing event, you will be asked to leave class, with your leaving counting as an unexcused absence.

Academic Integrity: Academic integrity is central to our community. The university policy regarding academic misconduct is stated on page 21 of the latest version of the Graduate School Handbook: <http://www.grad.niu.edu/grad/audience/pdf/catalogs/NIUgradcatalog14-15.pdf>. Northern Illinois University also has online tutorial describing academic integrity that you may find helpful: <http://www.niu.edu/ai/students/>. Often times, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies. Please be certain to review these documents and websites.

Respect for Diversity: The values of inclusion and respect for diversity are central to the work I do as an educator. Similarly, the Northern Illinois University Non-Discrimination/Harassment Policy emphasizes inclusiveness. The text below is reproduced directly from: <http://www.hr.niu.edu/Resources/files/Other/AADR/AADR%20Non-Discrimination-Harassment%20Policy%20and%20Procedures.pdf>

[The Non-Discrimination/Harassment Policy] prohibits employment/academic decisions that are unrelated to performance, qualifications, academic achievement, and/or conduct that seek to limit, segregate, or classify employees/students on the basis of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, or any other factor unrelated to professional qualifications. (p. 3)

The policy further details what activities are protected, and you are strongly encouraged to familiarize yourself further with this policy.

In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Accommodations for Students with Disabilities: In conjunction with creating an inclusive and safer learning community, creating an accessible classroom is important to me. There are services on campus that can assist in providing accommodations for students with disabilities. If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at (815) 753-1303 (V) or drc@niu.edu.

Also, please contact me privately as soon as possible so we can discuss your accommodations. The sooner you let me know your needs, the sooner I can assist you with achieving your learning goals for this course. I treat all information you share with me regarding these matters as confidential.

Grading Criteria

Your assignments should be clear, concise, and include the appropriate references. The paper format (e.g., font, headers, spacing) should follow APA style. Papers with numerous APA errors, particularly basic and common citation and formatting errors, will receive a lowered grade. There is an APA on-line tutorial available: <http://apastyle.apa.org/learn/>. Below are general guidelines I will use when assigning grades:

A = work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.

B = work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.

C = minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection about your identity; minimally adequate writing (as defined above).

D = less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally adequate reflection about your identity, where appropriate; less than minimally adequate writing (as defined above).

F = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

Grading Breakdown

Course Participation	10 points
My Relationship to Student Development Theory (due September 3)	5 points
Group Reading Circle and Discussion Posts (due dates vary)	20 points
Theory to Practice Reflective Notes (due dates vary)	10 points
Student Development Philosophy (due November 19)	5 points
Creating a Student Development Theory Project (due December 3)	30 points
Student population selected by September 17	
Research Information Sheet & Informed Consent Form due by September 24	
Final Exam (due by 5:00p CST on December 7)	20 points
Total	100 points

Grading Scale

94-100 points: A	80-83 points: B-	67-69 points: D+
90-93 points: A-	77-79 points: C+	64-66 points: D
87-89 points: B+	74-76 points: C	60-63 points: D-
84-86 points: B	70-73 points: C-	0-59 points: F

Assignments

My Relationship to Student Development Theory (5 points / 5% of overall grade)

Although you may not think of it often, chances are that you have a relationship to student development. At the very least, you yourself were once a college student, and you likely have reflected on how you grew, changed, and developed throughout your own college experience. Therefore, although you are not a student development theorist, you have a general understanding about student development in college, even if it is from a personal perspective. Additionally, you may be more interested in some aspects of student development (e.g., cognitive or intellectual development) than others (e.g., interpersonal development).

For this assignment, you will spend some time thinking and writing about your personal relationship to college student development theory. You can use the previous week's reading as you begin to frame your narrative, but you should be sure to place emphasis on your own voice and your own experiences. To help focus your narrative, you should spend time answering the following questions:

- What is your relationship to student development in college?
- What are examples from your practice as a student affairs educator and/or your role(s) as a student leader that you can draw upon to articulate further your relationship to student development and student development theory?
- What is your current understanding of issues related to student development theory?
- What are you looking to gain from this course? Please note that in addressing this question, you should go deeper than saying, "I hope to learn more about issues related to developmental theory." Although this is an overall learning outcome for this course, you should write about what drew you to the course. What about developmental theory do you want to learn more about? Are there gaps in your knowledge that you would like to address? Are there certain things or issues on which you are hoping to gain more insight or different perspectives? Once again, you should place yourself as central to the

learning experience and think about what you are hoping to gain as a result of being in this course.

This is a low stakes assignment, meaning that if you complete it and demonstrate thought and reflection, you will receive full credit. This assignment is both a way for me to get to know you better as well as a way for you to begin reflecting on how you are entering the learning environment. You should be thoughtful and think about who *you* are, as well as how who you are influences *your* learning. This is a personal reflection, so you should write this using first person language.

This assignment should be 2-3 pages, should be consistent with APA format, and is due to me via email by the start of class on **September 3**.

Group Reading Circle & Discussion Posts (20 points / 20% of your overall grade)

In this course, we will cover a significant amount of material throughout the semester. Learning is not an individual activity; therefore, you will engage in 4-5 person reading discussion groups throughout the semester. The purpose of the discussion groups is to provide an opportunity for you to rely on each other for learning and synthesis of the materials for class. I will assign discussion groups during the second week of class and you will be expected to meet outside of class to discuss the readings *prior to coming to class* nine weeks out of the semester (weeks are noted with an * in the Course Schedule). I recognize people have competing demands for their time and also may live in disparate areas, so it is perfectly acceptable to meet virtually (via Zoom, Skype, and/or Google Hangout, for example) if that works best for members of your group. Regardless of your meeting in person or virtually, though, the meetings should be substantive in that all group members should be engaging in the texts, asking critical questions, and helping each other gain deeper/different perspectives on the material under investigation.

Each week, someone in the group will be responsible for posting a *brief* summary (no more than 300 words) of the group's discussion to the appropriate Discussion Forum in Blackboard (Each week will have its own forum, so make sure to post your reflection correctly). You are not required to use formal APA, but please indicate to which materials you are referring so that we can reference the information in class discussions.

Please use the following prompts to post your summary on the discussion board:

- What were the high points of the group discussion? What did you spend the majority of your time discussing?
- What remaining questions does the group have about the materials covered?
- What are two discussion questions you would pose to the class related to these topics?
- Please also list who was in attendance at each reading circle discussion.

The posting is due by **8:00a Thursday mornings** so that we can incorporate the discussion questions all groups shared into class time.

Your grade for the discussion groups will be based on attendance and contributions to the group based on your own self-evaluation and your group members' assessment of your work. We will discuss the details of evaluation for this in class.

Theory to Practice Reflective Notes (4) (10 points / 10% of your overall grade)

The purpose of this assignment is for you to consider ways theories we discuss in class may apply to your current interactions with undergraduate students. On four different occasions, you will write a 4-5 page reflection paper describing a situation where you observed a student or student group demonstrating behaviors associated with a developmental model we have discussed in class. Each reflection must be based on different theories, meaning you cannot write two reflective notes using the same developmental theory. Include the following in your reflection:

- Description of the situation (including key players and your role/relationship to the student).
- Brief description of a theory you observed potentially playing out in the scenario.
- An analysis of the situation applying the theory – use vivid examples to support your analysis of the situation. You may find that the theory applied very clearly, and it could be that some parts were relevant while others were not. Please include any critiques or missing components of the theory in this section, making sure to be as detailed as possible in your critique.
- Implications and future considerations – How did the theory inform your response to the situation or inform how you will think about a similar situation in the future?

For two of your reflective notes, you can (but are not required to) use one of two alternative formats for the assignment. These alternative formats are as follows:

- Discuss how you used a student development theory/student development theories to structure a program or intervention. For example, if you work in service learning, and used student development theory to structure a service trip and its subsequent reflective experience, you could use this as the focus for your reflective note. You would still describe the situation (i.e., the program/intervention), describe how you saw the theory/theories you used play out, analyze the program through the theory/theories used, and provide implications and future considerations given your experience. Are there things you would do differently if given the chance to recraft the experience?
- Discuss how a student development theory applies to yourself and your own attitudes/behaviors. For this format, you would provide a personal narrative of yourself as you relate to a student development theory, including how you observe/experience the theory in relation to yourself. You would then use the theory to analyze your personal experiences, making sure to use vivid examples to support your analysis. You should finish by talking about how analyzing your own personal experiences through the theory you chose gave you greater insight into yourself as well as how this new insight may influence your future development as a person and educator in student affairs.

Due dates for this assignment will vary based on which theories you choose for your reflective notes. That is, because there are more possible dates than reflective notes required, you can choose the four times that work best for your schedule to submit these notes. Possible dates for your notes include: **October 1, 8, 15, 22, 29, and November 12.**

You should make sure to use APA formatting for your reflective notes, and you should also include a references section as needed. If you have a references section, that will not count toward the total page limit.

Student Development Philosophy (5 points / 5% of your overall grade)

Bring a picture, symbol, quote, poem, song, or other representation of your student development philosophy to class. Write 1-2 paragraphs describing your philosophy and the relationship between your philosophy and the symbol you chose. Think about these 1-2 paragraphs as your answer to an interview question about your student development philosophy.

This assignment is due by the start of class on **November 19**, and you should be prepared to share your philosophy (including the representation of your philosophy) in class. The written portion of your philosophy should be typed and submitted either in hard copy form at the start of class or via email prior to the start of class.

Creating a Student Development Theory Project (30 points / 30% of your overall grade)

The 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 those students less visible in the student development literature, and then to generate theories grounded in their stories. My hope is that this assignment will help you learn more about the development of underrepresented students, and also get a flavor for how theory is created. This assignment involves working in a team of classmates to interview students, analyze their stories to create a theory, and to present your theory to an audience. You will stay in your Group Reading Circle groups to complete this assignment. Specifically, the assignment asks you to:

- Select a population of students to study. Groups must select their population of study by **September 17**, and groups should each have a distinct population (recognizing there are never completely "clear" distinctions between and among students). We will discuss a way for everyone to make sure there is no significant overlap in selected populations in our first class).
- Develop a Research Information Sheet and an Informed Consent Form. Once I approve this form, you may begin your student interviews. Sample forms are saved on our Blackboard site. This portion of the assignment is due **September 24**.
- Interview the students and write their stories. Each person in the team will interview at least one student. You will want to prepare possible interview questions prior to the interview. You should record (ideally) and/or take careful notes during the interview so that you can write the story with sufficient detail. You might want to arrange for the possibility of talking with the student again in case you need more information for the story. If you choose to record, be sure to obtain the student's permission in the Informed Consent.
- Draft a student development theory that reflects the major ideas across the students' stories. To do so, analyze the stories to identify themes. Organize the themes into an integrated developmental theory. Your theory can take any form you feel is appropriate (it does not have to look like any of the existing theories we have studied), as long as it is based on themes relating to students' cognitive, interpersonal, and/or intrapersonal development. You should explain your theory and themes using data (examples,

quotations) from the students' stories. As a component of this explanation, you should also discuss how your own identities mediated the overall theory you developed (something researchers call a positionality statement).

- Compare your stories and theory to the existing theories and/or theory families we explored in class. For this comparison, you will want to comment on similarities and differences you notice between your students' stories/theory and existing theory, and why you think these exist. For example, in some cases it may be that the particular experiences of the students' you interviewed prompted a different developmental pattern than those found in the theories we studied; in other cases you may find shortcomings in some of the existing theories. Although you should consider how your theory compares to all of the individual theories we studied, in your final presentation you should focus on these comparisons in an integrated fashion. To do so, you might want to compare your story to key themes or overarching patterns of existing theory instead of comparing your theory to all of the existing theories one-by-one.

There is no final paper due for this assignment. Instead, this assignment will culminate in a scholarly presentation with handouts for everyone in class. The purpose of the presentation is to share your theory and your comparison of how it relates to existing theories.

Your presentation and three handouts should include:

1. Your theory – presented in the manner you think most appropriate (chart, graphic, words, etc). (the first handout)
2. The themes upon which your theory is based, briefly explained using some of the data from participants' stories. (the second handout)
3. An overview of the comparison of your theory to existing theories and/or theory families, preferably, but not necessarily, presented as a chart or other graphic, explained with some text. Keep in mind that you want to portray this comparison in an easily understandable manner, without requiring too much reading and unnecessary effort on the part of the audience. (the third handout)

Please use Powerpoint (or a comparable presentation style program) for your presentation. Evaluation of this assignment will be based on the content of your material as well as the effectiveness of your presentation.

Presentations will take place on **December 3**. Presentations and handouts will also be due on this day. I will invite CAHE faculty, assistantship supervisors, and others who you would like to join to participate as audience members.

Final Exam (20 points / 20% of overall grade)

As a capstone to this course, you will complete a final exam. Although I believe deeply in collaborative learning, for the purposes of this assignment you should not discuss this exam, how you plan to answer the questions, or the sources you will be using to defend your arguments with anyone else, either in- or outside of this class. The purpose for this is to allow you space to show the knowledge you have gained as an active member of our learning community. Completing this assignment on your own will also allow you to move at your own pace, balancing out the other group-oriented projects you have for this course.

The final exam will be distributed to you at least one month prior to when it will be due, and should be 12-15 pages, double-spaced. You should also format your exam using APA guidelines, making sure to include a references section (this will not count in your 12-15 page limit). Your final exam will be due to me via email by **5:00p CST Monday, December 7**.

I recognize and want to acknowledge that, for some, the very idea of a final exam is anxiety inducing. However, I do very much see this as a place for you to share the good thinking, deep critical questions, and powerful insights you have developed over the course of the semester. There is nothing that should be a surprise on this exam, and you will not be required to do any additional reading or research to answer the exam questions.

Course Schedule

DATE	TOPIC	READINGS & ASSIGNMENTS
Week 1 August 27	Introductions, Course Overview, & Framing Student Development Theory	<ol style="list-style-type: none"> 1. EFGPR – Part One (pp. 1-29; 36-40) 2. Patton, L. D., McEwen, M., Rendón, L., & Howard-Hamilton, M. F. (2007). Critical race perspectives on theory in student affairs. In S. R. Harper & L. D. Patton (Eds.), <i>Responding to the realities of race on campus: New directions for student services</i>, no. 120 (pp. 39-53). San Francisco, CA: Jossey-Bass.
Week 2 September 3	Self-Authorship	<ol style="list-style-type: none"> 1. EFGPR – Chapter 10 2. Baxter Magolda, M. B. (2004). Self-authorship as the common goal of 21st century education. In M. Baxter Magolda & P. M. King (Eds.), <i>Learning partnerships: Theory and models of practice to educate for self-authorship</i> (pp. 1-35). Sterling, VA: Stylus. 3. Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. <i>Journal of College Student Development</i>, 44(6), 797-812. <p>DUE: My Relationship to Student Development Theory</p>
Week 3 September 10*	Cognitive and Moral Development	<ol style="list-style-type: none"> 1. EFGPR – Chapters 5, 6, & 7 2. Clinchy, B. M. (2011). Revisiting women's ways of knowing. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), <i>ASHE reader on college student development theory</i> (2nd ed.) (pp. 325-341). Boston, MA: Pearson.
Week 4 September 17*	Interpersonal & Intrapersonal Development	<ol style="list-style-type: none"> 1. EFGPR – Chapters 3 & 4 2. Tatum, B. D. (2013). The complexity of identity: “Who am I?” In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), <i>Readings for diversity and social justice</i> (3rd ed.) (pp. 6-9). New York, NY: Routledge. 3. Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), <i>Working with Asian American college students: New directions for student services</i>, no. 97 (pp. 45-59). San Francisco, CA: Jossey-Bass. <p>DUE: Student population selected for Creating a Student Development Theory Project</p>

<p>Week 5 September 24*</p>	<p>Identity Development</p>	<ol style="list-style-type: none"> 1. Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. <i>Journal of College Student Development, 50</i>(6), 577-596. 2. Dill, B. T., & Zambrana, R. E. (2009). Critical thinking about inequality. In B. T. Dill & R. E. Zambrana (Eds.), <i>Emerging intersections: Race, class, and gender in theory, policy, and practice</i> (pp. 1-21). New Brunswick, NJ: Rutgers University Press. 3. Stewart, D. L. (2002). The role of faith in the development of an integrated identity: A qualitative study of Black students at a White college. <i>Journal of College Student Development, 43</i>(4), 579-596. 4. 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. <i>Journal of College Student Development, 48</i>(1), 1-22. <p>DUE: Research Information Sheet & Participant Informed Consent Form for Creating a Student Development Theory Project</p>
<p>Week 6 October 1*</p>	<p>Racial and Ethnic Identity Development</p>	<ol style="list-style-type: none"> 1. EFGPR – Chapters 14, 15, & 16 2. Adams, M. (2001). Core processes of racial identity development. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.), <i>New perspectives on racial identity development: A theoretical and practical anthology</i> (pp. 209-242). New York: New York University Press. 3. Literte, P. E. (2010). Revising race: How biracial students are changing and challenging student services. <i>Journal of College Student Development, 51</i>(2), 115-134. 4. Sirin, S. R., & Fine, M. (2007). Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict. <i>Applied Development Science, 11</i>(3), 151-163. <p>DUE: Reflective Note</p>
<p>Week 7 October 8*</p>	<p>Racial Identity Development (White people)</p>	<ol style="list-style-type: none"> 1. DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy, 3</i>(3), 54-70. 2. Helms, J. E. (1992). <i>A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life</i>. Topeka, KS: Content Communications. 3. Cabrera, N. L. (2014). But we're not laughing: White male college students' racial joking and what this says about "post-racial" discourse. <i>Journal of College Student Development, 55</i>(1), 1-15. <p>DUE: Reflective Note</p>

<p>Week 8 October 15*</p>	<p>Students with diverse genders and sexualities</p>	<ol style="list-style-type: none"> 1. EFGPR – Chapters 17 & 18 2. Catalano, C. J. (In press). "Trans enough?": The pressures trans* men negotiate in higher education. <i>TSQ: Transgender Studies Quarterly</i>, 2(3). 3. Abes, E. S., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. <i>Journal of College Student Development</i>, 48(6), 619-636. 4. Tillapaugh, D., & Nicolazzo, Z. (2015). "It's kind of apples and oranges": Gay college males' conceptions of gender transgression as poverty. <i>Journal of Critical Scholarship on Higher Education and Student Affairs</i>, 1(1), 67-81. <p>DUE: Reflective Note</p>
<p>Week 9 October 22*</p>	<p>Students with disabilities</p>	<ol style="list-style-type: none"> 1. Peña, E. V., Stapleton, L. D., & Schaffer, L. M. (In press). Diverse and Critical Perspectives on Disability Identity. <i>Diverse and critical perspectives on student development theory: New directions for student services</i>. 2. Stapleton, L. D. (In press). When being deaf is centered: d/Deaf women of color's experiences with racial/ethnic and d/Deaf identity in college. <i>Journal of College Student Development</i>. 3. Hutcheon, E. J. & Wolbring, G. (2012). Voices of "disabled" post secondary students: Examining higher education "disability" policy using an ableism lens. <i>Journal of Diversity in Higher Education</i>, 5(1), 39-49. 4. Gerschick, T. J. (2011). Disability identity intersections with masculinities. In J. A. Laker & T. Davis (Eds.), <i>Masculinities in higher education: Theoretical and practical considerations</i> (pp. 130-144). New York: Routledge. <p>Visit from Hailee Gibbons, University Fellow, Department of Disability and Human Development at UIC</p> <p>DUE: Reflective Note</p>

<p>Week 10 October 29*</p>	<p>Spirituality, Faith, and Purpose; SES</p>	<ol style="list-style-type: none"> 1. EFGPR – Chapter 11 2. Siner, S. (2015). The evolution of spiritual and faith development theories. In J. L. Small (Ed.), <i>Making meaning: Embracing spirituality, faith, religion, and life purpose in student affairs</i> (pp. 18-36). Sterling, VA: Stylus. 3. Stewart, D. L. (2010). Knowing god, knowing self: African American college students and spirituality. In T. L. Strayhorn & M. C. Terrell (Eds.), <i>The evolving challenges of Black college students: New insights for policy, practice, and research</i> (pp. 9-25). Sterling, VA: Stylus. 4. Goodman, K. M., & Mueller, J. A. (2009). Invisible, marginalized, and stigmatized: Understanding and addressing the needs of atheist college students. <i>Intersections of Religious Privilege: Difficult Dialogues and Student Affairs Practice: New Directions for Student Services</i>, no. 125, pp. 55-63. 5. Reed, B. D. (2011). Socio-economic and work identity intersections with masculinity and college success. In J. A. Laker & T. Davis (Eds.), <i>Masculinities in higher education: Theoretical and practical considerations</i> (pp. 111-129). New York: Routledge. 6. Walpole, M. (2003). Socioeconomic status and college: How SES affects college experiences and outcomes. <i>The Review of Higher Education</i>, 27(1), 45-73. <p>DUE: Reflective Note</p>
<p>Week 11 November 5</p>		<p>NO CLASS – Z ATTENDING CONFERENCE <i>Make sure to use this time effectively by moving ahead on your group project. I will also be available for video conferencing if your group wants to talk about your project.</i></p>
<p>Week 12 November 12*</p>	<p>Ecological theories</p>	<ol style="list-style-type: none"> 1. EFGPR – Chapter 9 2. Bell, D. (1989). Racism: A prophecy for the year 2000. <i>Rutgers Law Review</i>, 42(93), 93-108. 3. Marine, S. B. (2011). “Our college is changing”: Women’s college student affairs administrators and transgender students. <i>Journal of Homosexuality</i>, 58(9), 1165-1186. 4. Haller, B. A. (2006). Promoting disability-friendly campuses to prospective students: An analysis of university recruitment materials. <i>Disability Studies Quarterly</i>, 26(2). Access the article here: http://dsq-sds.org/article/view/673/850 <p>DUE: Reflective Note</p>

Week 13 November 19	Future Considerations	<ol style="list-style-type: none"> 1. EFGPR – Chapters 19 & 20 2. Baxter Magolda, M. B. (2009). The activity of meaning making: A holistic perspective on college student development. <i>Journal of College Student Development</i>, 50(6), 621-639. 3. Bowleg, L. (2008). When Black + lesbian + women ≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. <i>Sex Roles</i>, 59(5-6), 312-325. 4. Pope, R. L., Mueller, J. A., & Reynolds, A. L. (2009). Looking back and moving forward: Future directions for diversity research in student affairs. <i>Journal of College Student Development</i>, 50(6), 640-658. 5. TED. (2009, October 7). <i>The danger of a single story: Chimamanda Ngozi Adichie</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=D9Ihs241zeg <p>DUE: Student Development Philosophy</p>
Week 14 November 26		NO CLASS – FALL BREAK
Week 15 December 3	Presentations	DUE: Creating a Student Development Theory Project Presentations
Week 16 December 7		DUE: Final Exam (email to Z by 5:00p CST)

I would like to give special thanks to Drs. Chris Linder, Elisa Abes, Stephen John Quaye, and Dan Tillapaugh for allowing me to adapt portions of their syllabi as I constructed this syllabus.

I would also like to recognize Dr. Dafina-Lazarus Stewart, finn jakob schneider, Alex C. Lange, and Symone L. Simmons, who provided feedback and workshopped this syllabus with me.