Course Description
A study of the major theories of human development as applied to college students with implications for the student affairs specialist. Restricted to students admitted to master’s degree or certificate in higher education, or consent of instructor.

More Interesting Course Description
Student Development Theory uses extant theories about human behavior to model and understand undergraduate and graduate student development in higher education. In this course, we will:

- Learn about several student development theories
- Reflect on our own development in our undergraduate careers
- Investigate the lived experiences of others and try to understand their experiences through student development theories
- Consider program creation linked to student development theories
- Discuss applications of student development theories inside and outside of higher education

Texts


Additional reading as assigned on D2L

Assessment

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<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Due date</th>
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<tbody>
<tr>
<td>10%</td>
<td>Class Participation</td>
<td>Ongoing</td>
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<tr>
<td>10%</td>
<td>Reading Abstracts</td>
<td>Ongoing</td>
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<tr>
<td>10%</td>
<td>Quizzes</td>
<td>Ongoing</td>
</tr>
<tr>
<td>10%</td>
<td>Self-Reflection</td>
<td>February 1</td>
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<tr>
<td>10%</td>
<td>Student Issues Interviews</td>
<td>February 22</td>
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<tr>
<td>20%</td>
<td>Developmental Interviews</td>
<td>April 18</td>
</tr>
<tr>
<td>20%</td>
<td>Project</td>
<td>May 2</td>
</tr>
<tr>
<td>10%</td>
<td>Individual Presentation</td>
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Policies

SIU Policy on “Incomplete” as a Course Grade:
The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32:

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

Attendance Policy
Attendance in this class is not optional. You are expected to be at all class meetings. If you are absent, you are expected to show professional courtesy, and let your professor know before class begins. If you know you will be absent for professional, academic, or personal reasons, it is best to tell your professor as soon as possible. Missing more than one unexcused absence may result in a negative effect on your participation grade and/or ultimately a lowering of your final grade. Missing more than three (3) unexcused classes will result in a failing grade.

Excused absences include:
- Work-related responsibilities (do not abuse this)
- Conferences
- Religious observations (see University Policy on Accommodating Religious Student, SIU 2011-2012 Undergraduate Catalog, p. 494)
- Illness and family emergencies are unexcused absences according to policy. However, when determining how absences will affect your grade, I will consider your reason for missing.

Remember that class meetings are not a numbers game. Ultimately, I want you present to increase your knowledge and comfort with the material.

Tardiness Policy
Recognize that students who show up late break up the natural flow of the classroom. Class meetings will never be a surprise. In fact, you individually chose to attend at this time. Respect your own decision by being punctual. I will return your kindness by being punctual in dismissal (unless, of course, the conversation is just too good to stop).

Class Preparation
I expect each student to be prepared for class. Being prepared for class means the following:
- Readings have been completed and are accessible for classroom discussion. Moreover, readings have been finished with enough time for each student to consider the works and anticipate conversation (if you are reading on the way into class, this is too late).
- Assignments due each day are prepared in the required format and ready to submit.
- Students come with questions as well as personal stories that connect their own experience (personal or professional) to the readings.
Technology

- Laptops are allowed for note-taking purposes, but if you are seen on websites or doing work that is not related to the class, you will be instructed to put your laptop away.
- Desktops are not allowed because they are bulky, awkward to set up, and other students may be distracted by the anachronism. If you must bring a desktop, we will discuss it.
- Pagers are allowed for people in emergency services, drug dealers, and students who refuse to leave 1994.
- Cell phones are allowed, but should not be used during class as it is incredibly rude. If you need to take a call, be an adult and step outside. DO NOT TEXT DURING MY CLASS.
- Smoke signals may be received but not sent.

Statement on Inclusive Excellence

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career.

Statement on Academic Honesty/Plagiarism

Plagiarism (intended or unintended) will not be tolerated. All work should be your own, and cited work should be summarized in your own words or cited with quotation marks and internal citation. See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism)

Papers found to be plagiarized will receive a failing grade. If the plagiarism is deemed purposeful, the student may fail the class.

Statement of SIU Emergency Procedures

SIU is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at http://www.bert.siu.edu/ and on the Department of Safety’s website www.dps.siu.edu. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Resources for additional academic help

With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/ Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.
**Writing Center**
The SIU Writing Center is paid for by student fees to help students. It is unwise to refuse help when it is offered and free. I highly recommend all students (regardless of their writing comfort or ability) to visit the Writing Center. They are located in Morris Library, and information can be found at http://write.siu.edu/

Please acknowledge that going to the Writing Center is not a sign of deficiency but a sign that you care about becoming a better writer.

**SIU email policy**
Official SIU Student Email Policy: http://policies.siu.edu/policies/email.htm
All communication will be done through your SIU email. It is your responsibility to check this email to keep up with class-related information.

**SIU Student Conduct Code**

**Saluki Cares**
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send: http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.

**Bubblegum Policy**
You may chew bubblegum, but do not remove the gum from your mouth except to throw it away in a trash bin.

**Classroom Respect Policy**
All students should be aware of how their comments may affect other students. This knowledge should not limit your freedom to speak. Instead, this awareness should empower you to both speak and recognize how your speech moves towards action.

While I enjoy a relaxed, welcoming, and even challenging environment for discussion, I will not tolerate those who seek to oppress, marginalize, or purposefully diminish other students or their voices. Quite simply, I will put a stop to it. This does not suppress your freedom any more than removing your hands from one’s neck suppresses your freedom. I encourage conversation, even conversation that could offend, but you will not use my classroom as a pulpit, regardless of what you are proselytizing.
Assignment Evaluation

- All assignments are expected at the beginning of each class unless instructed otherwise.
- All papers must have your name on them unless instructed otherwise.
- All papers must be in APA format.
- All papers citing other works must cite them (internally and externally) with correct APA format.
- Major papers will be turned in on D2L through turnitin.com.
- Assignments must meet the spirit as well as the requirement of the assignment.

A level work
Work earning an “A” shows significant effort and expertise. This work is an exception, not the rule. “A” papers are complete, thoughtful, engaging, and well-formed. There are little to know mechanical errors or grammatical problems. These papers flow in prose and logic to shape an argument or explanation. They are essentially flawless, representing high-level graduate work.

B level work
Work earning a “B” shows some effort and strong understanding of the purpose of the assignment. There may some grammatical or mechanical errors. The papers show developed ideas and conclusions. “B” papers are well-written and well-organized though there may be room for the author to improve their writing or argument.

C level work
Work earning a “C” meets the requirements for the assignment. The rules are followed, but followed in a way that precludes creativity, imagination, or effort was put into the assignment. In short, “C” papers did what was required and met minimum goals. They are often characterized by very simple structure if there is structure at all and distracting grammatical or mechanical issues.

D level work
Work earning a “D” attempted in the spirit of the assignment but missed the mark. These papers often have gratuitous errors that make reading difficult or burdensome. There is rarely any structure or guiding themes. “D” papers are often hastily written and do not incorporate all dimensions of the assignment.

F level work
Work earning an F either did not follow the directions of the assignment or was plagiarized.

Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5-100</td>
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<tr>
<td>B</td>
<td>79.5-89.49</td>
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<tr>
<td>C</td>
<td>74.5-79.49</td>
</tr>
<tr>
<td>D</td>
<td>64.5-74.49</td>
</tr>
<tr>
<td>F</td>
<td>0-63.49</td>
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*For questions on rounding, please consult me or your third grade mathematics teacher.

Please recognize that you know what grade you desire in this class NOW. Do not wait until the last week to discuss the many reasons that you need a (presumably) better grade. Recognize your needs and work towards those needs with each assignment, reading, and class discussion. Your scholastic, family, personal, or societal expectations pale in juxtaposition to your work in class.
Assignments

Participation (10%)
To participate in class means to fully engage in class discussion and activities. It is impossible to fully engage in either of these if you are un- or under-prepared. Participation includes asking questions, answering questions, active listening, synthesis, and suggestion. I teach with an emphasis on student inquiry. It will be both obvious and distracting if you are not participating. Participation includes but is not limited to:
- Punctuality
- Presence
- Preparation

Reading Abstracts (10%)
In order to make sure that you are reading each article or book chapter assigned, you will write a short summary. The summary should use the following format:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
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<tbody>
<tr>
<td>Citation:</td>
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<tr>
<td>Abstract:</td>
<td></td>
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<tr>
<td>Summary:</td>
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<td>Notable Quotes:</td>
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<td>Questions:</td>
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<td>Future Uses:</td>
<td></td>
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<td>Notable Citations:</td>
<td></td>
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The purpose of this exercise is to help you organize your thoughts, prepare for discussion, and organize your notes for future uses of this material. While you may be annoyed by it now, you will thank me later. As an additional recommendation, I suggest you do this in all other classes as well, especially those whose texts you may be using again in future study.

Your grade for this section will simply be a percentage of those assignments completed. These assignments will be due the day that each reading is due.

Quizzes (10%)
You will be tested over the material you are learning in this class. These assessments help me as an instructor to better understand your comprehension, and the quizzes help you apply knowledge and explain concepts in your own words.

There will be six quizzes over the course of the semester, and I will use grades for the five highest.
Self-Reflection (10%)
To better understand how others develop in higher education, it is important that we are honest about our own development. This assignment will help you try to navigate your own growth and development, giving careful attention to important moments, events, or stages that you experienced.

Your paper should be no more than 5 pages, double-spaced, APA format.

While I encourage you to be as open as you are comfortable, you are entitled to share only what you want to share. Know that these papers will only be read by me and returned.

Student Issues Interviews (10%)
For this assignment, you will conduct two 30-minute interviews with undergraduate students about their college experiences. The interviews should be recorded. After listening to the recordings several times, write a summary of the major issues faced by the students interviewed.

This paper should ideally be 6 pages, double-spaced, APA format.

DO NOT interview students you regularly interact with (more than twice a week).
DO NOT interview students in their home or dorm room.
DO NOT interview students in your home or dorm room.
Make sure both parties are comfortable with the topic and the process of recording.
Clarify why you are doing this and what will be done with the recordings and information.

Developmental Interviews (20%)
For this assignment, you will conduct two 45-minute interviews with undergraduate students about their college experiences. Your interview protocol will be carefully crafted using developmental theories. You will then write an analysis of how the experiences of your participants differs from/ reflects traditional college-aged students as suggested by the theories read.

This paper should be between 8-10 pages and include citations from the readings, double-spaced, APA format.

Be prepared to informally share your results with the class.

Orientation Program/ Senior Experience Program Project (20%)
Students will join in assigned groups to complete a theory-driven orientation or capstone program for first-year, graduating, or sub-populace students. Using student development theory. Groups will envision a program to help students navigate transition.
The final project will include:
- Detailed outline of overall program and schedule
- Detailed outlines of the various sessions included in the program
- A letter to the VPSA/VPAA describing and discussing the benefits of the program
- A professional presentation to the VPSA/VPAA staff convincing them to adopt and fund your program.
- An estimated budget and consideration of the assessment of the program.
**Media and Student Development Theory Presentation (10%)**

Students will introduce a character in a movie, book, or television show by showing a clip or reading a selection. The student will then explain how the chosen character’s actions and development resonate with a student-chosen student development theory.

Students will be graded on their preparation for the short class presentation as well as a two page written paper explaining the connections and analysis.

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**Schedule**

*Subject to change throughout the semester*

**Monday January 25, 2016**

**Topic:** Introduction and Expectations  
**Readings:** Handouts  
**Due:** None

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**Monday February 1, 2016**

**Topic:** Generational Theory  
First Generation Students  
**Readings:**  
**Due:** Self-Reflection  
**Reading Abstracts**

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**Monday February 8, 2016**

**Topic:** Identity Development (Chickering and Reisser)  
**Readings:** C&R, Ch. 2-5  
**Due:** Quiz
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<td>February 15, 2016</td>
<td>Identity Development (Chickering and Reisser)</td>
<td>C&amp;R, Ch. 6-8</td>
<td>Reading Abstracts</td>
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<td>Identity Development (Chickering and Reisser)</td>
<td>C&amp;R, Ch. 9-12</td>
<td>Student Issues Interviews</td>
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<td>Quiz</td>
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<td>February 29, 2016</td>
<td>Identity Development (Chickering and Reisser)</td>
<td>C&amp;R, Ch. 13-16</td>
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<td>March 7, 2016</td>
<td>Cognitive Development</td>
<td>Evans, Ch. 5-6</td>
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<td>March 14, 2016</td>
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Monday March 21, 2016
Topic: Social Identity
       Racial Identity
       Ethnic Identity
Readings: Evans, Ch. 13-16

Due: Quiz
     Reading Abstracts

Monday March 28, 2016
Topic: Sexual Identity

Readings: Evans, Ch. 17

Due: Quiz
     Reading Abstracts

Monday April 4, 2016
Topic: Integrative Theories
       Baxter-Magolda’s Self Authorship
       Astin
       Schlossberg’s Transition Theory
Readings: Evans, Ch. 10-12

Due: Quiz
     Reading Abstracts

Monday April 11, 2016 (AERA Conference)

Work on Projects and Development Interviews

Monday April 18, 2016
Topic: Typology Theories
       Kolb’s Learning Theory
Readings: Evans, Ch. 8
Monday April 25, 2016
Topic: Intersectionality
Double Consciousness
Multiple Identity Model
Readings:

Due: Quiz
Reading Abstracts

Monday May 2, 2016
Topic: Using Student Development Theory
Readings: Evans, Ch. 19

Due: Final Projects
Reading Abstracts

Monday May 9, 2016
Topic: Future of Student Development Theory
National Conferences and Associations
Readings: Evans, Ch. 20

Due: Reading Abstracts