Instructor Information
Bridget Turner Kelly          Associate Professor, Higher Education
Lewis Towers, Room 1154      312.915.6855 (office)
BKelly4@luc.edu              Office Hours Available by Appointment

Teaching Assistant
Natasha T. Turman            Doctoral Student, Higher Education
nplumb@luc.edu

Course Description
This course is a survey of major theories and research on student development in higher education. The relevance and use of student development theories in the work of student development professionals, faculty, and other higher education constituents will be explored.

Purpose of Course
The purpose of this course is twofold, first to help you form a theoretical understanding of the college student population and second to provide you with an opportunity to apply that understanding to your own lives and practice.

Course Learning Outcomes
- Identify and summarize key developmental issues facing college students
- Interpret and evaluate key constructs related to selected student development theories
- Critically reflect on your knowledge of student development to enhance future performance in higher education settings
- Articulate and promote ideals of equity and social justice in higher education and beyond
- Apply student development theories to practical situations in higher education by using theories to assess problems and designing interventions to solve them.

Required Reading
ELPS 433 Course Readings (On Sakai and listed at the end of syllabus)

Additional Resources
APA & Grammar Primer (Sakai)
6th Edition Guide Assistance (Sakai)

Course Requirements
Attend class regularly and participate actively in class. Focus on making quality contributions, rather than quantity of participation. Absence from class does not excuse responsibility for material covered in class, or assignments due.

Come to class each week having read and reflected on the readings assigned for that date. In a seminar like this, it is imperative that you keep up with the readings and are prepared to offer your unique insight. Please bring readings and/or notes on readings to class. You will evaluate yourself based on the participation/reading rubric on Sakai. Consider your reactions to the authors’ ideas and prepare to share learning from your papers, as well as your thoughts, with others. COME TO EACH CLASS WITH ANSWERS TO THESE QUESTIONS BASED ON THE READINGS:

1) Does the author reveal personal biases? If so, what are they?
2) What is of value to you in the reading? How so?
3) Do you agree or not agree with the reading? Why?
4) Which of your own experiences seem to affirm or refute concepts in the readings?

Reflection on Song that Signifies Vector: You will be assigned a particular vector from Chickering and Reisser’s Identity Development theory in class and write a two page reflection on your song’s significance to that vector. A classmate will evaluate you based on the rubric on Sakai. You will submit reflection, link to song (lyrics and/or video), and post song lyrics on Sakai Forum. Due January 26, 2015.

Critical Movie Review: There are many movies about college students, but you are going to assess one for its ability to illustrate college student development. This assignment requires you choose a movie from the selected list or one you have approved by me and identify developmental characteristics of no more than 2-3 main student characters as they journey throughout the movie.

Selected Movies:
Blue Like Jazz(2012) From Nada to Prada (2011)
Rudy (1993) The Great Debaters
Based on the identified developmental characteristics of 2-3 of the student main characters, identify two theories we have covered in class that would assist educators in working with these characters. Provide specific definitions and examples of practical application of each theory for these main characters. Use time stamp from movie to document specific points in the movie and direct quotes from characters. Your critical movie review (12 pages maximum, not including cover page or references) is due on Sakai on **April 27, 2015**. I will evaluate the review based on the Critical Movie Review rubric on Sakai. No more than three students will be able to do any one movie so email me your preferences as early as you can.

**Critique Papers:** You are required to write two (2) critique papers. **Select two of the four options.** The critique paper should be eight pages maximum (not including cover page or references), and follow guidelines in rubric. It is expected you will use at least one primary source (i.e. something written by theorist) to complete the critique paper. Submit critique papers in Sakai by the due date indicated in the course outline. I will assess the papers based on rubric on Sakai.

**Critique Paper: Baxter Magolda**
Baxter Magolda’s epistemological model focuses on the cognitive development of men and women college students. When explaining Baxter Magolda’s model include what factors are important to development, how development occurs, and what environmental conditions facilitate development. Then, using Baxter Magolda’s theory, interview 3 undergraduate students about their preferred or favorite ways of learning (be sure to collect the necessary demographic information needed for a thorough analysis—gender, ethnicity, race, socioeconomic class, ability, among others). Discuss how Baxter Magolda’s theory informed your understanding about the ways of knowing and approaches to reasoning expressed by the students. How could you use this theory in practice? Finally, offer both benefits and limitations of the theory. Due **February 9, 2015** on Sakai.

**Critique Paper: Fowler**
Detail what factors are important to development, how development occurs, and what environmental conditions facilitate faith development according to Fowler. Drawing on Fowler, reflect on your own religious/spiritual development. Using the stages as a guide, describe and analyze how you developed your faith. Did your journey follow Fowler’s stage process, how or how not? Discuss how the theory informs your understanding of faith development. What implications does religious/spiritual identity and development have for student affairs professionals? Give specific examples of how you could use this theory in your work with students. Finally, offer benefits and limitations of the theory. Due **March 9, 2015** on Sakai.
**Critique Paper: Racial, Mixed-Race or Ethnic Identity**

Detail what factors are important to development, how development occurs, and what environmental conditions facilitate racial, mixed-race or ethnic identity development according to one of the theorists assigned. Discuss how your process of racial, mixed-race or ethnic identity development was influenced by biological, psychological, and social factors. Based on the theory how have you come to understand and explain your racial, mixed-race or ethnic identity development? As you reflect on your racial, mixed-race or ethnic identity using the theory, discuss moments in your life that defined your identity (provide specific and reflective examples). How will your racial, mixed-race or ethnic identity development impact your work with students of similar or different races or ethnicities? What recommendations would you offer professionals using the theory in practice? Finally, offer both benefits and limitations of the theory. Due **March 23, 2015** on Sakai.

**Critique Paper: Bem**

Describe what factors are important to development, how development occurs, and what environmental conditions facilitate development according to Bem. Then, interview 3 undergraduate students about their views on gender (be sure to collect the necessary demographic information needed for a thorough analysis—faith, ethnicity, race, socioeconomic class, ability, among others). Ask them to pick items from Bem’s masculine, feminine, and neutral scale to describe themselves. Analyze the data and discuss how Bem’s theory informed your understanding of how these students view gender. How could you use this theory in practice? Finally, share benefits and limitations of the theory and state what educators need to know before implementing interventions based on this theory. Due **April 6, 2015** on Sakai.

**Theories & Poster Presentation:** This assignment is designed to assess your understanding of student development theories covered in the course and your ability to compare and contrast theories with respect to their major conceptual frameworks and content. The first part of this assignment requires you to complete a no more than two-page “Theory Sheet” for theories designated on the course outline. The theory sheets are due the day we cover the theory in class. They entail: a) defining the purpose and relevant parts of the theory in your own words, b) providing one application of the theory in practice, and c) specific critiques. Your classmates will assess them based on the rubric on Sakai and encourage your understanding of the theories throughout the semester as we cover them in class. Natasha will assess the first two and you should use her feedback on the initial theory sheets to craft your own and grade your peers’ remaining theory sheets due each week. Should you miss class you are responsible for submitting your theory sheet to Sakai by the due date. Natasha will assess theory sheets for students not in class.

The second part of this assignment asks you to delve deeply into one of the theories that you would like to know more about and create an electronic poster that demonstrates:

- History of the theory
- Brief overview of theory
- How theory is measured
- Benefits and limitations of theory
• Major findings or outcomes when theory is applied
• Significance to area of Student Development
• Future implications for practice in your work in higher education
• Future areas of research (expansion or application to specific population)
• Concluding thoughts and opinions of theory

Each theory can only be represented by one person, so confirm with Natasha prior to beginning this assignment. Students must select from among the following:

1. Marcia’s Ego Identity Statuses
2. Chickering & Reisser’s ID
3. Perry’s Intellectual and Ethical Development
4. Baxter Magolda’s Epistemological Model
5. Belenky et al.’s Women’s Ways of Knowing
6. King & Kitchener’s Reflective Judgment
7. Kohlberg’s Moral Development
8. Gilligan’s Women’s Moral Development
9. Baxter Magolda’s Self-Authorship
10. Fassinger’s Gay and Lesbian ID
11. Fowler’s Faith Development
12. Cross’s Nigrescence Model
13. Helm’s White ID
14. Ferdman & Gallego’s Latino ID
15. Kim’s Asian American ID
16. Renn’s Mixed-Race ID
17. Phinney’s Ethnic ID
18. Cass’s Sexual Orientation IF
19. Worthington et al.’s Heterosexual ID
20. Bem’s Gender Schema
21. Parks’ Faith Development

You will present posters in class on April 13, 2015. Judges (professionals in higher education) will listen as each of you give “aha” moments and answer questions about your poster. Judges will assess your posters based on the rubric on Sakai.

Course Evaluation
Class Participation & Reading (student self-evaluation) 10
Reflection on Vector/Song (peer evaluation) 5
Critical Movie Review (professor evaluation) 30
Critique Papers (professor evaluation) 20
Theory Sheets (TA and peer evaluation) 20
Poster Presentation (TA and professional evaluation) 15
TOTAL POINTS AVAILABLE TO EARN IN CLASS 100

Final grades will be determined by totaling the points received on each of the assignments above (100-94= A, 93-90 =A-, 89-86=B+, 85-83=B, 82-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-65=D+, 64-61=D, 60-58=D-, 57>=F). A quality written work is well-organized, with an introduction, sub-headings, transitions, development of ideas, a conclusion, APA style, 12 point font, correct spelling, and grammar. Assignments are due at the beginning of class on the day specified in the course outline. Please see me if for some reason you are unable to meet a deadline. If you contact me ahead of the deadline we may be able to schedule an extension for no more than one week. If not, late papers may not be accepted and/or subject to at least a grade letter reduction. For your own protection, please retain all returned and graded work.
IDEA Objectives for the Faculty Information Form

- Gaining factual knowledge (terminology, classifications, methods, trends)

**IMPORTANT**
- Learning fundamental principles, generalizations, or theories **ESSENTIAL**
- Learning to apply course material (to improve thinking, problem solving, and decisions) **IMPORTANT**
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **IMPORTANT**
- Acquiring skills in working with others as a member of a team **MINOR**
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) **MINOR**
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) **MINOR**
- Developing skill in expressing oneself orally or in writing **MINOR**
- Learning how to find and use resources for answering questions or solving problems **MINOR**
- Developing a clearer understanding of, and commitment to, personal values **MINOR**
- Learning to analyze and critically evaluate ideas, arguments, and points of view **ESSENTIAL**
- Acquiring an interest in learning more by asking questions and seeking answers **MINOR**

**Conceptual Framework**
**Professionalism in Service of Social Justice**
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “**Professionalism in Service of Social Justice.**” This framework [http://www.luc.edu/education/mission/] is consistent with the design and content of this course. The course will challenge you to thoughtfully consider student developmental issues educators face in their work with students.

**Professional Dispositions**
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class I will ask that you assess yourself mid-way through the semester and submit the rubric found on Sakai. I will provide feedback to you at that time and then submit your rating on Livetext at the end of the semester.

**Diversity**
This course addresses the myriad of ways in which diversity influences and impacts student development. Particular attention is paid to the rich variety of backgrounds and characteristics of students, work environments, and the manner in which educators can develop their own critical lens.
Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Technology
Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Sakai as an educational tool. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

Institutional Policies

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity
through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Cell Phones/On Call
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room without disrupting class. Communicating with others not in our classroom (texting, emailing, instant messaging, among other modes) is not allowed during class. If you are on call as part of professional responsibilities, please advise me at the start of the class session.

Email/Sakai
Email will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday and get back to you within 48 hours. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai may be used as a source to update the class about course material.

APA Style/Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format and use proper grammar. Guidelines for this are posted on the Sakai site. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you have significant concerns regarding your writing ability please consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

Tracking Sheets
Should papers have significant errors in APA formatting or grammar, you will be required to turn in a tracking sheet for each subsequent written assignment in the course. The tracking sheets are designed to assist you in moving from limited or unsatisfactory marks on writing to a higher level of graduate writing. The tracking sheet can be found on Sakai and requests that you chart errors identified in previous papers, and check off that you have reviewed the current paper for those errors. I will then mark any errors I find both in your paper and on the tracking sheet I return to you. My hope is that this level of accountability, attention to areas needing improvement, and active monitoring will encourage you to develop strong skills in graduate level writing.

“We are not what we know, but what we are willing to learn”
Mary Catherine Bateson

Course Outline
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 26</td>
<td>Marcia and Chickering &amp; Reisser—Psychosocial Identity Development</td>
<td>DUE: Read Evans et al. pp. 41-46 &amp; pp. 52-54; 59-81&lt;br&gt;• Read Articles on Sakai: Chickering &amp; Reisser (1993); Kodama, McEwen, Liang &amp; Lee (2001), Kroger (2000); Marcia (2002)&lt;br&gt;• Reflection on a song you believe represents your assigned vector due in class and on Sakai Forum</td>
</tr>
<tr>
<td>February 2</td>
<td>Perry and Baxter Magolda—Intellectual and Epistemological Development</td>
<td>DUE: Read Evans et al. Chapter 5 and pp. 124-130&lt;br&gt;• Read Articles on Sakai: Perry (1981); Baxter Magolda (2004); Bock (1999); Love &amp; Guthrie (1999c)&lt;br&gt;• Theory Sheet 1 on Perry OR Baxter Magolda due on Sakai&lt;br&gt;• Rubric &amp; Comments on Peer’s Song and Vector due to Natasha via email</td>
</tr>
<tr>
<td>February 9</td>
<td>Kohlberg and Gilligan—Moral Development</td>
<td>DUE: Read Evans et al. Chapters 6&lt;br&gt;• Read Articles on Sakai: Moreland &amp; Leach (2001); Gilligan (1987); Colby &amp; Damen (1994)&lt;br&gt;• Theory Sheet 2 on Kohlberg OR Gilligan due on Sakai&lt;br&gt;• Critique Paper on Baxter Magolda due on Sakai</td>
</tr>
<tr>
<td>February 16</td>
<td>Belenky et al. and King &amp; Kitchener—Cognitive Structural Theories</td>
<td></td>
</tr>
</tbody>
</table>
DUE: Read Evans et al. pp. 119-124 and pp. 130-135

- Read Articles on Sakai: Clinchy (2002); King & Kitchener (2004); Love & Guthrie (1999b)
- Theory Sheet 3 on Belenky et al. OR King & Kitchener due in class

February 23: Baxter Magolda and Fowler—Integrative Theories

DUE: Read Evans et al. pp. 153-156; Chapter 10; pp. 194-202

- Read Articles on Sakai: Baxter Magolda (2008); Streib (2003); Love (2002)
- Theory Sheet 4 on Baxter Magolda OR Fowler due in class
- Mid-semester participation rubric due on Sakai by February 22, 2015

SPRING BREAK March 2-6 Have a Terrific Time Away 😊

March 9: Racial Identity Development Theories

DUE: Read Evans et al. Chapter 14

- Read Articles on Sakai: Helms & Cook (1999); Pope (2000); Tatum (1994); Evans et al. (1998)
- Theory Sheets 5 & 6 on two theories covered this week (Cross, Helms, Ferdman & Gallego, and Kim) due in class
- Critique Paper on Fowler due on Sakai

March 16: Phinney and Renn—Ethnic and Mixed-Race Theories
**DUE: Read Evans et al. Chapters 15 & 16**

- Read Articles on Sakai: Torres (2004); Patton et al. (2007); Pope et al. (2005)
- Theory Sheet 7 on Phinney OR Renn due in class

**March 23:** Cass and Worthington et al.—Sexual Identity Formation

**DUE: Read Evans et al. Chapter 17**

- Read Articles on Sakai: Bilodeau & Renn (2005); Worthington & Mohr (2002); Morgan et al. (2008)
- Theory sheet 8 on Cass OR Worthington et al. due in class
- Critique Paper on Racial, Ethnic, or Mixed-Race ID due on Sakai

**March 30:** Bem’s Gender Schema & Critical Media Literacy

**DUE: Read Evans et al. Chapter 18**

- Read Article on Sakai: Lorber (2000); Davis (2002); Kelly & Torres (2006); Stebleton et al. (2011); Pierce & Wooloff (2012)
- Theory Sheet 9 on Bem due in class

**April 6:** Prepare for Upcoming Assignments-NO FACE to FACE CLASS

**DUE: Tenth Theory Sheet** (on theory we have covered in class that you have not previously done theory sheet on) due on Sakai

- Read Articles on Sakai: Carter & McClellan (2000); Foubert et al. (2005); Love & Guthrie (1999a); Kelly & Porter (2014)
- Critique Paper on Bem due on Sakai
- Review PowerPoint on Sakai for assistance in preparing for Critical Movie Review & Poster Assignment

**April 13:** Poster Presentations
DUE: Final Participation/Reading Rubric on Sakai

- Present Posters to Class and Judges
- Complete Course Evaluation online

Extra Credit Opportunity: Earn up to 5 points for attendance & two-page paper on how at least two presentations connected to specific student development theories covered this semester. Submit paper on Sakai by April 27, 2015.

- School of Education "Community of Scholars" Research Symposium
- When: Saturday, April 18
- Time: 12:30 PM - 5:00 PM
- Where: Lake Shore Campus
- Information at [http://www.luc.edu/education/symposium-research.shtml](http://www.luc.edu/education/symposium-research.shtml)

April 20: Theories in Practice

DUE: Read Evans et al. Chapters 19, 20

- Read Articles on Sakai: Coomes (1994); Upcraft (1994); Accapadi (2012); Tisdell (2008)

April 27: Optional Tea Time with Bridget to celebrate end of class

4-5pm meet up at lower level of Corboy at Nina’s Café, (25 East Pearson Street)

- Critical Movie Review due on Sakai

HAVE A GREAT SUMMER! 😊

Required Course Readings


Love & Guthrie (1999b). Women's ways of knowing. New Directions for Student


