

Theories of College Student Development

EDHI 601 / CRN: 21527

Day: Wednesday

Time: 3:30 pm - 6:10 pm

Modality: In-Person - TC 225

Semester: Spring 2026

Instructor of Record: Dr. Kat J. Stephens-Peace, Ph.D.

Office Hours by Appointment: Link will be provided to book

Required Texts:

- Peer reviewed journal articles will be titled, you can access them via the BSU [library site](#), or Google Scholar, BSU Library Lit Review / Education journal [listings](#)
- *Rethinking College Student Development Theory Using Critical Frameworks* - Abes, Jones, & Stewart. (2019 edition), Routledge. (specific chapters will be required)
- *Student Development in College: Theory, Research, and Practice* - Patton, Renn, Guido, & Quaye. (2016, 3rd edition), Jossey-Bass. (specific chapters will be required)

Both textbooks can be accessed as no-cost e-books from the BSU library website, and are available on various retailers including Amazon in physical or electronic versions.

Class Introduction & Description:

This course examines major theories of college student development with an explicit focus on how theories are constructed, revised, critiqued, and applied within higher education contexts. Rather than surveying student affairs practice broadly, the course centers theory itself as the primary object of study.

Students will engage deeply with peer-reviewed journal articles representing foundational theories, revisionist perspectives, and critical interventions across a wide range of student identities, institutional contexts, and intellectual traditions. Particular attention is given to how theories shape understanding of students across differences of race, gender, disability, social class, immigration status, political orientation, religion and faith, geography (rural and urban), and educational level, including graduate student development.

The course emphasizes close reading, theoretical accuracy, analytical synthesis, and scholarly communication. Class sessions prioritize discussion, comparison, and critique of theories rather than instructor-led overviews. Students will contribute to the collective learning environment through structured presentations, sustained writing, and active engagement with complex theoretical ideas.

Course Framework & Pedagogical Orientation

This course is grounded in the understanding that student development theories are not neutral descriptions of students, but intellectual tools shaped by historical context, disciplinary assumptions, and power relations. As such, theories must be examined for what they explain, what they obscure, and how they function in practice.

The course is intentionally scaffolded to move from foundational theories toward revision, critique, and advanced application. Early weeks emphasize theoretical comprehension and vocabulary; later weeks prioritize comparison, tension, and judgment across theoretical traditions. Readings are clustered to allow students to encounter multiple lenses on similar developmental questions and to build conceptual “universes” rather than isolated summaries.

All course readings are drawn from peer-reviewed journals in higher education and related fields. Students are expected to arrive prepared to engage theory at a graduate level. Weekly student presentations function as scholarly briefings that replace traditional lecture, providing the class with accurate and structured orientations to assigned readings.

Technology supports learning through Canvas, which serves as the central platform for readings, assignment submission, feedback, and intellectual engagement beyond class meetings. Presentation and writing assignments are designed to strengthen students’ capacity for professional scholarly communication while supporting accessibility and transparency in evaluation.

Learning Outcomes

- Explain the origins, assumptions, and purposes of major college student development theories, including their historical and disciplinary contexts.
- Accurately represent and distinguish between foundational, revisionist, and critical theoretical perspectives in higher education.
- Analyze points of alignment, tension, and critique across multiple theories, demonstrating increasing scholarly judgment over time.
- Apply student development theories intentionally and defensibly to professional, institutional, or educational contexts.
- Engage intellectual diversity with rigor and respect, examining theories that emerge from a broad range of social, political, cultural, and institutional contexts without requiring personal ideological disclosure.
- Communicate theoretical understanding effectively through sustained academic writing, oral presentation, and facilitated discussion.
- Demonstrate growth in theoretical thinking, moving from comprehension to synthesis to application across the semester.

Intellectual Diversity as a Practice of Thinking

Intellectual diversity in this course is understood as a practice of thinking rather than a requirement of personal disclosure or ideological positioning. Students will engage theories that emerge from a wide range of social, political, cultural, disciplinary, and institutional contexts, including perspectives that are often underrepresented, contested, or assumed rather than examined.

Engaging intellectual diversity means learning to take theories seriously on their own terms, to understand their assumptions and limits, and to place them in conversation with other theoretical traditions. Students are not asked to declare agreement or disagreement with theories, nor to share personal beliefs. Instead, students are expected to practice careful reading, generous interpretation, and rigorous critique.

Disagreement, tension, and uncertainty are treated as productive features of theoretical inquiry. The goal is not consensus, but intellectual capacity: the ability to analyze, compare, and use theories responsibly in professional and scholarly contexts.

Preparation for Professional Practice

This course prepares students for professional practice by developing their ability to work fluently with theory—not by prescribing particular approaches to practice. Student development theories shape institutional policies, program design, advising philosophies, and decision-making across higher education settings. Professionals are expected to understand how theories function, where they are applicable, and where they fall short.

Through sustained engagement with theory, students will learn to select, justify, and apply theoretical perspectives intentionally rather than implicitly. This course emphasizes professional judgment over rote application, preparing students to navigate complex institutional environments that include diverse student populations, political climates, and organizational priorities.

Professional preparation in this course means being able to explain theoretical choices clearly, defend them thoughtfully, and revise them as contexts change.

Role of Scholarship and Course Materials

All course materials are drawn from peer-reviewed scholarly journals in higher education and related fields. The absence of a textbook is intentional. This course treats scholarship not as background information, but as an active site of inquiry.

Students are expected to engage readings closely, attend to argumentation and evidence, and work with theory as it is presented in its original or critically revised form. Readings are

intentionally clustered to allow students to encounter multiple perspectives on shared developmental questions and to build conceptual understanding across texts.

Scholarship in this course is not consumed passively. It is analyzed, questioned, synthesized, and used as the foundation for discussion, writing, and presentation.

Instructor Role and Learning Orientation

The instructor's role in this course is to design the intellectual architecture of the learning experience, set clear academic standards, and facilitate sustained engagement with theory. The instructor does not function primarily as a source of summary or interpretation, but as a guide who supports analysis, asks probing questions, and intervenes when clarification or correction is necessary.

Class sessions prioritize discussion, comparison, and critique of theory. Student presentations function as scholarly briefings that replace traditional lecture, allowing class time to be used for deeper intellectual work.

Learning in this course is collaborative but not unstructured. The instructor retains responsibility for maintaining rigor, ensuring accuracy, and fostering an environment in which serious engagement with theory is possible.

Graduate Level Expectations and Skill Development

As a graduate-level course, expectations for preparation, engagement, and performance are high. Students are expected to arrive having completed all readings and prepared to engage theory at an advanced level.

Skill development in this course includes:

- Precise use of theoretical language
- Analytical writing that demonstrates depth, structure, and revision
- Oral communication that is clear, professional, and grounded in scholarship
- The ability to synthesize multiple theories and articulate informed judgments

Growth is expected over time. Early uncertainty is normal; sustained effort, responsiveness to feedback, and increasing intellectual sophistication are essential.

Individual Responsibility, Intellectual Independence, and Intellectual Curiosity

Students are responsible for their own learning and for contributing meaningfully to the collective intellectual environment of the course. This includes consistent preparation, active engagement, and a willingness to grapple with challenging material.

Intellectual independence is demonstrated through thoughtful questioning, original synthesis, and the ability to articulate and justify theoretical positions. Intellectual curiosity is reflected in a student's willingness to explore complexity, revisit assumptions, and engage theories beyond surface understanding.

This course rewards seriousness of purpose, persistence, and genuine engagement with ideas rather than strategic minimalism or performance for approval.

Evaluation and Fairness

Evaluation in this course is grounded in transparency, consistency, and clearly articulated criteria. All major assignments are accompanied by written guidelines, rubrics, and examples to ensure that expectations are explicit and equitable.

Students are evaluated on the quality of their theoretical engagement, analytical depth, use of evidence, clarity of communication, and professionalism—not on ideological alignment or personal beliefs. Multiple analytical approaches are welcome when they are supported by careful reasoning and accurate representation of theory.

Fairness in this course is understood not as lowering standards, but as holding all students to the same clearly defined expectations while supporting growth over time.

Together, these principles are intended to create a learning environment that is demanding, intellectually generous, and oriented toward long-term scholarly and professional growth.

Academic & Course Policies

<p>AI (usage & integration)</p>	<p>The only Approved use of AI in this course: a) checking written drafts against assignment prompt, b) support with grammar, c) presentation preparation, d) additional comprehension support. All other AI usage is not permitted.</p> <p>Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.</p> <p>All assignments must be submitted with the following statement of academic integrity and AI use:</p> <p>“I affirm that this assignment reflects my own independent intellectual work. I did not use artificial intelligence tools (including but not limited to ChatGPT, Grammarly, or other generative AI technologies) for idea development, outlining, writing, revising, or editing. If I used any AI tools in any capacity, I have fully disclosed the tool(s) used and explained the nature and extent of that use below. (share how and what you used here). I understand that failure to disclose AI use constitutes a violation of academic integrity and course expectations.</p> <p>Initials /Signature: Date: “</p> <p>As you work on and submit assignments this semester, know that using generative AI tools to complete your assignments is a violation of Ball State’s Academic Ethics Policy <i>unless</i> the AI use is explicitly approved by the faculty member. In general, students may not submit any work generated by an AI program as their own. Doing so is plagiarism. In courses and assignments where AI use is permitted, faculty will have guidelines for that use. Work created outside of those guidelines will be considered an Academic Ethics Policy violation. If a student’s grade is affected by an academic ethics violation, faculty are required to report the violation to the Office of the Vice Provost for Academic Affairs who oversees the Student Academic Ethics policy and maintains records of its violations. More information about the reporting process is available here.</p>
<p>Attendance</p>	<p>This is a graduate level course, and you are expected to be present. All absences beyond one will result in a final grade reduction of 3%. (2nd absence will reduce by 3%, 3rd absence will reduce by 6 percent, etc).</p> <p>This course will adhere to the policy published in the BSU</p>

	<p>Code of Student Rights and Responsibilities. You are required to attend class on-time and stay for the duration of the class. Not attending class may affect student financial aid. Absences should be discussed with the instructor as soon as possible. Any make-ups are at the discretion of the instructor and on presentation of a documented excuse satisfactory to the course instructor. No assignments will be accepted past the designated due date without documentation of extenuating circumstances (and in concert with the instructor's discretion and decision to or not to accept an assignment in a new capacity). Course attendance policies are up to your individual faculty, but are consistent with University policies regarding student absences, including for funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, and university advisories. In general, students are expected to notify all of their instructors once they anticipate being absent for any reason (e.g., funeral) or as soon as possible after the absence begins (e.g., unexpected injury or illness). The student may need to provide documentation to each instructor if requested. Only faculty members can excuse an absence.</p>
<p>Technology Use & Assignment Submission</p>	<p>All technology used during class sessions must be directly related to course materials, activities, or discussion. Devices should be silenced and notifications muted. Technology use for personal or professional purposes during class is not permitted, except in the case of documented emergencies or approved on-call responsibilities.</p> <p>Students are responsible for ensuring that all assignments are successfully submitted and visible in Canvas by the stated deadline. Canvas serves as the official and sole record of assignment submission. Materials that are not visible in Canvas at the deadline will be treated as not submitted, regardless of screenshots, email attachments, or claims of attempted submission.</p> <p>Technical difficulties—whether related to internet access, devices, file formats, or the Canvas platform—do not excuse missed or incomplete submissions. Students are expected to plan accordingly by submitting work in advance of deadlines and verifying successful upload. The instructor will not adjudicate disputed submissions or determine the validity of technical issues.</p> <p>The work visible in Canvas at the deadline is the work that will be graded. The instructor will not follow up on missing, late, or incorrectly submitted assignments. Students are advised that screenshots or confirmation messages do not substitute for a successful submission visible on Canvas. Students are encouraged to submit assignments early to allow time to resolve any unforeseen technical issues.</p>
<p>Diversity Statement</p>	<p>Ball State University aspires to attract and retain a diverse faculty, staff, and student body. We are committed to ensuring</p>

	that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our https://bsu.edu/about/beneficence and university resources https://www.bsu.edu/camuslife/multicultural-center/resources
Real-World / Real Time Application:	Student affairs professionals regularly work within moments of social, political, and institutional change. This course will engage contemporary events when they are relevant to the learning goals and when introduced by the instructor. To ensure class time remains focused and equitable for all students, spontaneous discussion of breaking news, live political developments, or media events not directly connected to the course (wholly or by the week) will not be part of class discussion. Students are encouraged to engage these conversations outside of class & the classroom physical space. The pacing of the course is set by the professor.
Assignment Due Dates Policy:	Listed Below - see page
Assignment Extensions & Submission Policy:	Listed Below - see page
Sexual Misconduct	BSU strives to provide sexual assault and misconduct education, awareness building, events and resources for all campus community members. Sexual misconduct is defined as an unwelcome conduct of a sexual nature without consent and includes sexual harassment, sexually hostile environments and sexual violence. Learn more here: website
Basic Needs	Students facing challenges securing food or housing which may affect their academic success are urged to contact the Dean of Students for support. Basic Needs Hub is a virtual center for on and off-campus resources available to students experiencing basic needs insecurity. If you are a BSU student experiencing challenges with access to adequate food, stable housing, necessary academic materials, or other resource concerns impacting your wellness and ability to continue your BSU education, please complete: Form linked Here
Library / Research Material:	Research Support page
Health Services / Illness	Visit their site here
Counseling Services:	The BSU Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. For an appointment, contact them at 765-285-1736. Ball State also offers a 24/7 Crisis Line, (a resource for anyone struggling with mental health concerns) which can be reached at 765-285-HOPE (4673).
Professor Communication	Dr. KSP or Dr. SP or Dr. Stephens-Peace (she/her/hers/Dr.) Due to time constraints, Dr. SP does not stay after the class is dismissed for the evening for conversation or questions.

	<p>Please make a virtual appointment with me should you need to, you can book here. I can be reached via email, & work to respond in the same “business” week if it’s received prior to Friday & if you have not received a response from me within 48-72 hours, please send the email again. Emails can get lost. I will send most class-wide communications via Canvas “announcements” tab. On rare, time sensitive occasions, I will email the class in full.</p>
Title IX	<p>Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment – including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu.</p>
Career Services	<p>Website here</p>
Disability Services	<p>If you need course accommodations because of a disability, please contact Ball State’s Disability Services office as they coordinate services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.</p>
Emergency Preparedness	<p>In the event of an emergency arising on campus, you will be notified of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. The BSU website here.</p>
Classroom Engagement & Professional Conduct	<p>This course is designed around active engagement, discussion, and shared inquiry. Students are expected to participate in ways that support a focused, respectful, and collaborative classroom environment. Activities or behaviours that draw focus away from class discussion or disrupt the learning environment for others - regardless of intent - are not appropriate in the classroom. If a particular practice interferes with participation or becomes distracting to others, the instructor may ask that it be discontinued during class. Students who have questions about classroom engagement expectations are encouraged to discuss them with the instructor individually.</p>
APA Style	<p>All papers should be submitted in APA 7th Edition format. Should papers have significant errors in APA formatting, they will not receive full credit. If a student has significant concerns regarding their writing ability, they should consult the Ball State University Writing Center.</p>

Freedom of Expression	<p>In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State Community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and Opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.</p> <p>https://www.bsu.edu/about/freedom-of-expression</p>
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The four major assignments in this course are intentionally designed to be distinct in purpose while intellectually connected. Together, they develop your abilities to analyze scholarly literature, translate theory into practice, understand the lived realities of student affairs work, and communicate ideas clearly in both written and oral forms. Each assignment emphasizes a different mode of professional and academic thinking - interview-based inquiry, theory explanation and application, scholarly research, and applied institutional analysis - while building toward a shared goal of professional judgement and graduate-level reasoning.

Assignments Breakdown (equals 100%)

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
Theory Presentations & Written Reflection*	20%	Weekly
Conceptual grounding & interpretive analysis Paper*	20%	February 11th
Comparative & Contextual Analysis Paper*	20%	March 18th
Theoretical Synthesis, Critique, & Practice Implications Paper*	20%	April 22nd
In-Class Performance	20%	Semester-long Assessment

*All papers & assignments will be due on their due date. There will be no extensions granted. Any assignment submitted later than it's due date will be immediately reduced by 5% per day. For example, presentation 1 is due 1/27. If submitted on 1/28 there will be a 5% grade reduction, if submitted on 1/29 there will be a 10% grade reduction. Late submissions will not be accepted beyond 2 days. You may submit assignments earlier than their due date, the professor is not

expected to grade at that time, and all submissions at the time assignments are due are considered final. Any changes to this are at the professor’s discretion.

Final Semester Grading Breakdown

“A”	“B”	“C”	“D”	“F”
A (94-100)	B+ (87-89.99)	C+ (77-79.99)	D+ (67-69.99)	F (0-59.99)
A- (90-93.99)	B (83-86.99)	C (73-76.99)	D (63-66.99)	
	B- (80-82.99)	C- (70-72.99)	D- (60-62.99)	

Writing, Reading, Citation Support

Writing	Reading	Citation
BSU WC Appt.	Academic paper structure	Citation Style Guides
Writing Tips & Resources	Scholarly Reading Guide	

Assignments

Universal Assignment Reminder: All assignments are evaluated based on the quality of analysis, engagement with course materials, and clarity of reasoning. Personal opinion is not evaluated unless it is clearly grounded in scholarly literature or professional frameworks discussed in the course. Students are expected to demonstrate independent thinking, accurate representation of sources, and thoughtful application of concepts to higher education practice. Assignments are due at 3:00 pm EST via Canvas for submission in the class portal, on Wednesdays.

Presentation Expectations Reminders: Presentations should demonstrate preparation, close engagement with assigned materials, and the ability to communicate ideas clearly to others. Students are not expected to agree with the authors or frameworks presented, but they are expected to represent them accurately and analyze their implications for higher education practice. Strong presentations move beyond summary and demonstrate how concepts inform professional decision-making under real institutional conditions. All presentations must be done via Powerpoint with captions on. Canva or its contemporaries will not be accepted.

Written Assignment Reminders: Written assignments should reflect independent analysis and sustained engagement with scholarly literature. Students are expected to develop original arguments grounded in evidence rather than repeating ideas raised in class discussion or by peers. Strong writing demonstrates curiosity, depth of thought, and the ability to synthesize multiple perspectives rather than relying on simplified or opinion-driven claims. All written assignments must be original, not recycled from another class, (whether a formerly written paper or presentation given), or a program designed in your assistantship or practicum. All papers will require your acknowledgement that AI (see top of syllabus for language to use) was not used and your ideas generated on your own. If you've used AI, you will have to account for your usage and submit that alongside your assignment. All papers must be written and formatted to APA 7, Times New Roman, double spaced, and formatted to page border requirements. **All papers must be submitted on the portal & printed & submitted in person at the start of class, stapled, with your name in the header, for your assignment to be considered submitted.**

Brief Assignment overview: (all 5 assignments / assessments worth 20% of final grade)

1. *Theory Presentations & Written Reflection* (full details provided on rubric)
 - a. Purpose: This assignment introduces you to the practice of working analytically with scholarly concepts and frameworks early in the semester. It is designed to develop foundational skills in close reading, explanation, interpretation, and early stage application of ideas drawn from academic literature. This assignment does not assume prior mastery of college student development theory.
 - b. Presentation Expectations: 20 minutes in length delivered in class & 3-page written reflection.
2. *Conceptual grounding & interpretive analysis Paper* (full details provided on rubric)
 - a. Purpose: This paper builds directly on analytical skills. Its purpose is to deepen your ability to interpret student development theory as scholarly knowledge, rather than as static information to be memorized or applied mechanically. This assignment emphasizes conceptual accuracy, interpretive reasoning, and analytical clarity. You are not expected to master theory or resolve its limitations. You are expected to demonstrate careful reading, intellectual independence, and emerging theoretical fluency, resulting in a 9-page paper.
3. *Comparative & Contextual Analysis Paper* (full details provided on rubric)
 - a. Purpose: This paper advances your ability to think relationally across theories. Rather than treating theories as isolated frameworks, you will examine how different theories approach similar developmental questions, populations, or institutional contexts; resulting in a 12-page paper.
4. *Theoretical Synthesis, Critique, & Practice Implications Paper* (full details provided on rubric)

- a. Purpose: This paper asks you to demonstrate cumulative intellectual growth across the semester. It emphasizes synthesis, critical engagement, and professional reasoning grounded in theory, in 15-pages.

5. *In-Class Performance*

- a. Performance in this class is assessed based on preparation, engagement with course materials, and evidence of intellectual growth over time. Participation does not require frequent speaking or forceful argumentation. It may include thoughtful listening, written reflection, asking clarifying questions, and demonstrating increasing analytical sophistication across the semester. Performance in this class are uplifted by structure that allows space for conversation, discussion, analysis, and collective sensemaking. Class time will not be used for instructor-led summaries of readings. Students are expected to arrive having completed the assigned materials and prepared to engage them thoughtfully. Discussion in this class prioritizes 1) analysis over opinion, 2) engagement with ideas rather than individuals, 3) independent thinking rather than repetition or agreement for its own sake. Strong in-class performance is highlighted by student contributions that demonstrate familiarity with the course materials, and effectively advance the conversation by raising questions, identifying tensions, applying theories, concepts, frameworks, or introducing evidence. Simply restating what others have said or the act of offering unsupported opinions (in addition to referring back to your assistantship site/practicum experience alone) does not constitute strong participation. *Silence that reflects thoughtful listening is valued; unprepared participation is not.*

In class Performance Rubric

20% - Excellent	15% - Satisfactory	10% - Limited
Consistently comes prepared, having completed readings and engaged with course materials. Contributes thoughtfully to discussion in ways that advance collective understanding.	Generally prepared and participates appropriately. Contributions are relevant but may be uneven in depth or consistency.	Frequently unprepared or disengaged from course materials. Contributions are infrequent, superficial, or off-topic.
Engages constructively in both individual & group activities. Demonstrates respect for the learning environment and peers. Classroom behaviours support focus, discussion, and collaboration.	Engages in group activities but may participate less actively. Classroom behaviors are generally appropriate with occasional lapses.	Classroom behaviours interfere with discussion or the learning environment. Limited engagement in group activities.

Scheduled Weeks

Week of	Materials Required	Assignment
1) January 7th Course Introduction <i>What is theory? Foundational Models</i>	In class via portal Jones, S. R., & Stewart, D. L. (2016). Evolution of student development theory. <i>New directions for student services</i> , 154(2016), 17.	Students select presentation weeks.
2) January 14th <i>Classic Psychosocial & Cognitive-Structural foundations</i>	Chickering, Perry, Kohlberg via the "green textbook" <i>Student Development in College: Theory, Research, and Practice</i> - Patton, Renn, Guido, & Quaye. (2016, 3rd edition), Jossey-Bass. Chapters 4, 5, & 6.	No presentations this week
3) January 21st <i>Self-Authorship Foundations</i> <i>Self-Authorship Revisions</i>	Via "green text" Patton, Renn, Guido, & Quaye: pages 287-313 (presenter 1) Patton, Renn, Guido, & Quaye: pages 355-378 (presenter 1) Baxter Magolda, M. B. (2007). Self-Authorship: The foundation for twenty-first century education. <i>New Directions for Teaching & Learning</i> , 2007(109). (presenter 2) Pizzolato, J. E. (2005). Creating crossroads for self-authorship: Investigating the provocative moment. <i>Journal of College Student Development</i> , 46(6), 624-641. (presenter 2)	Student presentation 1 & 2 Paper 1 topic proposal due
4) January 28th <i>Graduate Student Identity & Adult Development</i>	Perez, R. (2017). Enhancing, Inhibiting, & Maintaining Voice: An Examination of Student Affairs Graduate Students'	Student presentation 3 Paper 1 Structured outline due

	<p>Self-Authorship Journeys. <i>Journal of College Student Development</i>, 58(6), 833-852.</p> <p>Gardner, S. K. (2023). Doctoral student development. In <i>On becoming a scholar</i> (pp. 203-221). Routledge.</p> <p>Chen, J. (2017). Nontraditional Adult Learners: The Neglected Diversity in Postsecondary Education. <i>Sage Open</i>, 1-12.</p>	
<p>5) February 4th</p> <p><i>Academic Writing Inspo Workshopping</i></p>	<p>Angst About Academic Writing: Graduate Students at the Brink (2018) link</p>	<p>Paper 1 <u>draft</u> due bring 2 physical printed copies</p>
<p>6) February 11th</p> <p><i>Race, Ethnicity Development</i></p>	<p>Renn, K. A. (2008). Research on biracial and multiracial identity development: Overview and synthesis. <i>New Directions for Student Services</i>, 2008(123).</p> <p>Brown, V. K. M. (2023). Reflecting on multiracial college student identity theories to advance future higher education practice and Research. In <i>Square Pegs and Round Holes</i> (pp. 261-285). Routledge.</p> <p>Foste, Z., & Irwin, L. (2020). Applying critical whiteness studies in college student development theory and research. <i>Journal of College Student Development</i>, 61(4), 439-455.</p> <p>Vandiver, B. J., Cross Jr, W. E., Worrell, F. C., & Fhagen-Smith, P. E. (2002). Validating the Cross Racial Identity Scale. <i>Journal of Counseling psychology</i>, 49(1), 71.</p>	<p>Student presentation 4 Student presentation 5</p> <p>Paper 1 due: Conceptual grounding & interpretive analysis paper due - submit on portal & bring 1 printed copy</p>

	<p>Chan, J. (2017). Complexities of racial identity development for Asian Pacific Islander Desi American (APIDA) college students. <i>New directions for student services</i>, 2017(160), 11-23.</p>	
<p>7) February 18th</p> <p><i>Nationality, Immigrant, Migrant, International Students</i></p>	<p>Mwangi, C. A. G., Daoud, N., Peralta, A., & Fries-Britt, S. (2019). Waking from the American dream: Conceptualizing racial activism and critical consciousness among Black immigrant college students. <i>Journal of College Student Development</i>, 60(4), 401-420.</p> <p>Yao, C. W., Oates, E. Q., Briscoe, K. L., Buell, K. J., & Rutt, J. N. (2023). Re/negotiating race and racialization for international students of color in the US. <i>Journal of College Student Development</i>, 64(1), 79-95.</p>	<p>Student presentation 6</p>
<p>8) February 25th</p> <p><i>Gender, Sexuality, Queer, Trans Developmental Theories</i></p>	<p>Robbins, C. K., & McGowan, B. L. (2016). Intersectional perspectives on gender and gender identity development. <i>New Directions for Student Services</i>, 2016(154), 71-83.</p> <p>Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. <i>Journal of College Student Development</i>, 50(2), 210-228.</p> <p>Lange, A. C. (2022). Transgender College Students' Identity Exploration Processes. <i>Journal of College Student Development</i>, 63(4), 351-367.</p>	<p>Student presentation 7</p>
<p>9) March 4th</p>	<p>Spring Break - no classes</p>	<p>Classes resume 3/9/26</p>

<p>10) March 11th</p> <p><i>Disability, Neurodivergent Development</i></p>	<p>Abes, E. S., & Wallace, M. M. (2020). Using crip theory to reimagine student development theory as disability justice. <i>Journal of College Student Development</i>, 61(5), 574-592.</p> <p>Vaccaro, A., Kimball, E. W., Moore, A., Newman, B. M., & Troiano, P. F. (2018). Narrating the self: A grounded theory model of emerging purpose for college students with disabilities. <i>Journal of College Student Development</i>, 59(1), 37-54.</p> <p>Stephens-Peace, K. (2025). "Blackness Distorts:" A Qualitative Exploration of Race and Disability in Black Women Graduate Students. <i>Journal of Postsecondary Education and Disability</i>, 38(2), 509-522.</p>	<p>Student presentation 8</p>
<p>11) March 18th</p> <p><i>Rurality, Place, Social Class</i></p>	<p>Cain, E. J., & Willis, J. F. (2022). "Does It Identify Me?": The Multiple Identities of College Students from Rural Areas. <i>Rural Educator</i>, 43(1), 74-87.</p> <p>Ardoin, S., & McNamee, T.C. (2020). Spatial inequality and social class: suggestions for supporting rural students across social class backgrounds. <i>New Directions for Student Services</i>, 2020(171-172), 37-46.</p> <p>Bettencourt, G. M. (2020). "When I think About Working Class, I think About People That Work for What They Have": How Working Class Students Engage in Meaning Making About Their Social Class Identity. <i>Journal of College Student Development</i>, 61(2), 154-170.</p>	<p>Student presentation 9</p> <p>Paper 2 Due: Comparative & Contextual Analysis Paper - submit on portal & bring 1 printed copy</p>
<p>12) March 25th</p> <p><i>Political, Activism, Moral, Ideological</i></p>	<p>Coley, J. S., McElroy, J. R., & Schachle, J. L. (2023, March). Red Schools, Blue Schools? Republican and Democratic Student Groups at US Colleges</p>	<p>Student presentation 10</p>

	<p>and Universities 1. In <i>Sociological Forum</i> (Vol. 38, No. 1, pp. 4-26).</p> <p>Morgan, D. L. (2021). Nuancing political identity formation in higher education: A phenomenological examination of precollege socialization, identity, and context. <i>Journal of Diversity in Higher Education</i>, 14(1), 12.</p> <p>Johnson, M. R., & Ferguson Jr, M. (2018). The role of political engagement in college students' civic identity: Longitudinal findings from recent graduates. <i>Journal of College Student Development</i>, 59(5), 511-527.</p>	
13) April 1st	Dr. KSP away for conference	
14) April 8th <i>Religion, Meaning-making, Spiritual development</i>	<p>Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). Assessing students' spiritual and religious qualities. <i>Journal of college student development</i>, 52(1), 39-61.</p> <p>Riggers-Piehl, T., Dahl, L. S., Staples, B. A., Selznick, B. S., Mayhew, M. J., & Rockenbach, A. N. (2022). Being evangelical is complicated: How students' identities and experiences moderate their perceptions of campus climate. <i>Review of Religious Research</i>, 64(2), 199-224.</p>	Student presentation 11
15) April 15th <i>Critiques of Developmentalism</i>	Torres, V., Jones, S. R., & Renn, K. (2019). Student affairs as a low-consensus field and the evolution of student	Student presentation 12

	<p>development theory as foundational knowledge. <i>Journal of College Student Development</i>, 60(6), 645-658.</p> <p>Torres, V., & LePeau, L. (2022). Understanding the Synergistic Relationship between Student Retention and Student Development Theories. <i>Journal of Postsecondary Student Success</i>, 1(3), 1-12.</p>	
<p>16) April 22nd (last day of meetings for this class)</p> <p><i>What comes after student development theory?</i></p>	<p>Duran, A., Abes, E. S., Stewart, D. L., & Jones, S. R. (2024). Looking back, moving forward, and everything in between: Revisiting student development's relevance and enduring concepts. <i>Journal of College Student Development</i>, 65(2), 121-136.</p>	<p>Paper 3 due:</p> <p>Theoretical Synthesis, Critique, & Practice Implications - submit on portal & bring 1 printed copy</p>

Monday, April 27th, 2026 - Last meeting day for Spring semester classes.
 Tuesday, April 28th, 2026 - Final Examination Period - Friday, May 1st, 2026
 Spring Semester Ends: May, 1st, 2026

May Commencement: Saturday, May 2nd, 2026

