ELPS 433
Student Development in Higher Education
School of Education,
Loyola University Chicago

Instructor and Course Information

<table>
<thead>
<tr>
<th>Instructor and Course Information</th>
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</thead>
<tbody>
<tr>
<td>Patrick M. Green, EdD</td>
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<tr>
<td>Executive Director,</td>
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<tr>
<td>Center for Engaged Learning, Teaching, and Scholarship (CELTs)</td>
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<tr>
<td>Clinical Assistant Professor, School of Education</td>
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<tr>
<td><strong>Class Time:</strong> Thursday, 6:00 – 8:30 pm in person</td>
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<td>(*first two weeks will be remote via zoom)</td>
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<tr>
<td><strong>Class Location:</strong> Cuneo 111, Lake Shore Campus</td>
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**Office:** Lake Shore Campus (Sullivan, 295)

**Office Hours:** By appointment via Zoom, phone, in-person, or email - Mon –Fri only

**Email:** pgreen@luc.edu (best contact option)

**Phone:** 773-508-3945 (please leave a message as it goes to my outlook email)

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. The fundamental purpose of this course is to give you an understanding of the various theories that inform college student development and student affairs practice. With this in mind, this course looks at social, psychosocial, cognitive structural, and integrative forms of development. As a participant in this class, you are asked to not only look at the identity development models presented in isolation, but also at the ways in which they intersect: complicating theory in the essential truth that people hold multiple identities.

Course Purpose and Learning Outcomes
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.

Upon completion of this course, graduate students will be able to:
1) Identify key student development theories and frameworks that inform issues facing college students
2) Articulate development issues facing college students past and present
3) Interpret key constructs related to student development theories through analysis of research articles
4) Critically reflect and connect student development theory to practice in higher education settings
5) Promote ideals of equity and justice in higher education contexts
6) Apply student development theories to practical situations in higher education by assessing and designing interventions

**Required Texts**
  - Available free online through LUC Libraries
  - Please note it must be the third edition.
- Additional readings, articles, and chapters found on the ELPS 433 course Sakai site.

**Additional Web Resources:**
- [www.myacpa.org](http://www.myacpa.org) ACPA College Student Educators International
- [www.naspa.org](http://www.naspa.org) NASPA Student Affairs Administrators in Higher Education
- [www.studentaffairs.com](http://www.studentaffairs.com) Online Guide for Student Affairs Professionals
- [www.insidehighered.com](http://www.insidehighered.com) Inside Higher Education

**Requirements & Expectations:**

**Preparation**
This course is designed so that learning emerges from group discussion and student engagement with each topic as well as through personal reflection and participation in the course activities and overall experiences. As such, preparation through completion of each week’s readings as well as thoughtful reflection on the topics is critical not only for each individual’s intellectual development, but the group’s collective development as well. Readings have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Given much thought has gone into the selection of readings, students are expected to complete them in advance of each class.

**Class Participation**
Given the format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that how a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation encouraging the participation of others as well as posing questions to one another. A portion of the final grade (10%) is dedicated to participation and a rubric is provided that outlines how this will be assessed.
<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
<th>“B” GRADE</th>
<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
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<tbody>
<tr>
<td>PROMPTNESS</td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.</td>
<td>Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is frequently absent</td>
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<tr>
<td>QUALITY OF CONTRIBUTIONS</td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td>SIGNIFICANCE OF CONTRIBUTIONS</td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
<tr>
<td>GENERAL ENGAGEMENT</td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/or discussions quickly &amp; shifts to personal conversations/off-topic material</td>
<td>No contributions are offered</td>
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<tr>
<td>GATE-KEEPING</td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
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</table>
LISTENING/ATTENDING SKILLS | Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes | Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes | Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes | Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning

Civil Discourse
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with an ethic of care. This approach requires a willingness to engage in critical and controversial but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. The importance of engaged, sustained, civil dialogue cannot be overstated; it is the very heart of professionalism and leadership.

Statement of Intent
By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The professor reserves the right to make changes to the syllabus as deemed necessary.

*School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.
The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

*Covid-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*Covid-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University’s Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards The SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of this particular course through an emphasis on student development theory with eye toward diversity, inclusion, access, and social justice. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/
SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions All courses in the SOE assess student dispositions. Please note the new dispositions: Professionalism, Inquiry, and Social Justice. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum at the end of this syllabus.

Disclaimer Please note, if, for pedagogical reasons, a change to the syllabus is necessary, we reserve the right to move forward with such changes.

Attendance Students must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. However, the expectation is that students will be present for the full class session each week. If students miss a class, arrive late, or leave early, they are responsible for identifying and obtaining missed material from peers. Within two weeks after a missed class, students are expected to send the instructor a short essay on the assigned readings for the class that was missed. This essay should be 4 – 5 pages, double-spaced, and summarize the core content of the readings and your reactions to it. Please notify the instructor via email prior to the start of class if you need to be absent. Any unexcused absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

Course Meeting Dates/Times: THURSDAY 6:00 – 8:30 pm
Our in-class meetings are on Wednesdays from 6:00 – 8:30 pm in CUNEO 111 at the Lake Shore Campus. (Please note the following THURSDAY dates are flexible, because dates can change due to unforeseen circumstances)

- January 20, 2022
- January 27, 2022
- February 3, 2022
- February 10, 2022
- February 17, 2022
- February 24, 2022
- March 3, 2022
- March 17, 2022
- March 24, 2022
- March 31, 2022
- April 7, 2022
- April 21, 2022
- April 28, 2022

**NOTE Semester break: Spring Break is March 7 – 12, 2022 and Easter Holiday break is April 14-18, 2022

Email
Email will be used as the primary mode of correspondence to each students’ Loyola email account for this course, and it is imperative that students check their Loyola University Chicago account daily. Please also check Loyola spam mail to ensure course related messages are not misdirected.

Professional Communication
As a graduate student engaged in a graduate program and engaging with professionals in the field, please demonstrate and exercise appropriate etiquette and professional communication in all of your communication methods (email, class discussion, group work, peer exchanges, and one-on-one communications with all members of the community).

Cell Phones
Students who bring a cell phone to class should be sure it is either off or set to a silent mode. Use of phones is not allowed during class as a matter of respect to the learning community. I understand that there may occasionally be times when
exceptional circumstances require students to be accessible by phone (for example, if you are waiting to hear news about a family member in the hospital). In situations like these, please inform me prior to class, have your phone on silent, and excuse yourself from the classroom if you receive all call or text that requires your immediate attention.

**Class Participation/Conduct Policy**
In this seminar class, participation from everyone is critical for generating knowledge and honoring different experiences and perspectives. There will be many opportunities and varying mediums for which students are asked to participate. Because we meet once a week and will miss some weeks for online work/remote project work, attendance and participation is expected by all members of this learning community. Quality of participation will be considered more important than quantity. All class sessions are a priority. One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate. Other class expectations will be discussed and co-constructed during the first class.

**Assignment Policy**
See your course syllabus and Sakai for all assignment due dates. The class is in-person for fall 2021, but there are assignments scheduled via this syllabus in Digication (Loyola’s learning portfolio system), and/or via email from the professor. It is the student’s responsibility to check the syllabus, Sakai, Digication, and emails for announcements and assignments weekly. Considerations may be made for late work. However, in these cases, it is required that both notification of professor and arrangements for late submission are made at least 2 days before the due date. Any assignments 2 or more days late without communication with the professor will not be accepted.

**Confidentiality**
Please practice caution with what you choose to create and post due to the public nature of the internet. Also, consider the confidentiality of your work or clients with whom you are working. If you would like to share material or information you do not feel comfortable posting online, please contact the Professor to make alternative arrangements. The professor may ask to share your work with external partners, professors, or others to highlight the great work you are doing. You will always be asked prior to using this information.

**Academic Integrity Policy**
Academic dishonesty of any kind will not be tolerated. Plagiarism of any form will be reported to the Dean of Students and the student will automatically receive a failing grade for the course. Producing forged or manufactured documents will result in the same punishment. The minimum consequence for academic dishonesty is receiving no credit for the assignment. However, the Center for Experiential Learning staff and Loyola University Chicago reserves the right to enforce the extreme consequences, including, but not limited to, expulsion from the major or the university. Dishonest behaviors include but are not limited to using research material without properly referencing source material and using proper citations. The full policy is available here: [http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

**Copyright**
Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors’ rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to [add the standards of your discipline, as MLA guidelines]. For LUC’s copyright resources check online: [http://www.luc.edu/copyright](http://www.luc.edu/copyright)

**Intellectual Property:**
All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your permission.

**Accommodations**

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Student Accessibility Center (SAC), located in Sullivan Center, Suite 117. Students will provide professors with an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700.

Additionally, it is LUC's responsibility to provide accommodations for activities, programs, services, etc. when related to course content. Reasonable accommodations will need to be approved on a case-by-case basis with students for their academic internship or service-learning site; students will need to meet with SAC regarding their site as soon as possible. While notification for classroom accommodations typically occurs during the first two weeks of class, it is highly encouraged to discuss accommodations for academic internship or service learning prior to the start of class in order to implement them in a timely manner. Some accommodations that are reasonable in the classroom may not be reasonable at the academic internship or service-learning site. For more information or further assistance, please call 773.508.3700.

**Learning Portfolio Pedagogy**

As a part of this course, you will be using learning portfolios to document your learning, growth, and make connections between course content and beyond-the-classroom experiences. You will be integrating your learning through critically reflective assignments and teaching methods to create new understanding of material and deepen your learning experiences through visual display on your learning portfolio. As you will be submitting your portfolio for assignment(s), you are encouraged to seek outside feedback from peers, other instructors, and advisors on content and structure of your work to more deeply engage in learning. **Students will be introduced to the Learning Portfolio platform, Digication, and will be expected to utilize this new learning portfolio platform.** If you have questions, contact the Learning Portfolio Program Manager at learningportfolio@luc.edu in the Center for Engaged Learning, Teaching, and Scholarship (CE LTS) at Loyola University Chicago.

**Grade distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Class Participation + In-Class Activities/Assignments</td>
<td>10</td>
</tr>
<tr>
<td>Research Analysis Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Research Paper: <em>What Student Development Theories most impact college students today?</em></td>
<td>20</td>
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<tr>
<td>Mapping of Student Development Theories/Mid-Semester Reflection Project</td>
<td>20</td>
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<tr>
<td>Student Development Program Project</td>
<td>20</td>
</tr>
<tr>
<td>Learning Portfolio with Final Reflection and Philosophy of Practice &amp; Presentation</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**GRADING SCALE for ELPS 433**

94-100 = A
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings from textbooks are DUE (as well as additional readings found on Sakai)</th>
<th>Assignments DUE</th>
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</thead>
<tbody>
<tr>
<td>BEFORE FIRST CLASS</td>
<td>Pre-Class Assignment</td>
<td></td>
<td>Pre-Class Assignments</td>
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<tr>
<td></td>
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<td></td>
<td>- Respond to ELPS 433 Google Form to share your experiences and goals by Jan.</td>
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<td>14th to shape course</td>
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<td>- Access ONE required texts</td>
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<td>- Write 2 page overview of your identity development as a college student and</td>
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<td>graduate student – What experiences shaped your identity? Send to Dr. Patrick</td>
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<td>Green at <a href="mailto:pgreen@luc.edu">pgreen@luc.edu</a> by 11:59 pm on Tuesday</td>
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<td>1/18/22</td>
</tr>
<tr>
<td>1/20/22 Week One</td>
<td>Unit I Introduction: What is a College</td>
<td>Class Discussion:</td>
<td>All Pre-Class Assignments are due.</td>
</tr>
<tr>
<td></td>
<td>Student Development?</td>
<td>• Overview of Course</td>
<td>Research Analysis Presentation activity</td>
</tr>
<tr>
<td></td>
<td>What is theory?</td>
<td>• Review of Syllabus</td>
<td>Research article presented in class and analysis activity</td>
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<tr>
<td></td>
<td></td>
<td>• Explanation of Sakai, Digication, and Course Projects</td>
<td>EXAMPLE: Connection and Commitment: How Sense of Belonging and Classroom</td>
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<td>Community Influence Degree</td>
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<td>Persistence for African American Undergraduate Women</td>
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### Historical Overview of Student Development Theory

- **Unit I Introduction: What is a College Student Development?**
- **What is theory?**

- **Class Discussion:**
  - Overview of Course
  - Review of Syllabus
  - Explanation of Sakai, Digication, and Course Projects

- **Research Analysis Presentation activity**
  - Research article presented in class and analysis activity
  - **EXAMPLE:** Connection and Commitment: How Sense of Belonging and Classroom Community Influence Degree Persistence for African American Undergraduate Women
<table>
<thead>
<tr>
<th>1/27/22</th>
<th>Historical Roots of Student Development Theory</th>
<th>Readings/Topics for Week Two: Student Development in College: Theory, Research, and Practice – Part 1 pp. 1 – 64 (Ch.1 – 3)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>Theory into Practice</td>
<td><strong>Additional readings in Sakai</strong></td>
<td>In-class Reading Assessment</td>
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<tr>
<td></td>
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<td>Informal Theory: The Ignored Link in Theory-to-Practice</td>
<td>Complete your Professional Biography (150 words max) with professional picture homepage portfolio page in Digication (learning portfolio platform)</td>
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<td>Response to Patrick Love’s “Informal Theory:” ” A Rejoinder</td>
<td>Research Analysis</td>
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<td>Video: <a href="#">A Sample of Theories of Self-Identity</a></td>
<td>Presentation activity</td>
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<td>Video: <a href="#">Defining Student Development Theory</a></td>
<td>Research Analysis</td>
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<td><strong>Assignments</strong></td>
<td>Presentations</td>
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<td>In-class Reading Assessment</td>
<td>Topic selection and date selection (sign up)</td>
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<thead>
<tr>
<th>Social Identity Development Theories in Student Affairs</th>
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<tr>
<td></td>
<td><strong>Additional readings in Sakai</strong></td>
<td><strong>Multiracial Identities and Monoracism: Examining the Influence of Oppression</strong></td>
<td>In-class Reading Assessment</td>
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<tr>
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<td><strong>Queering Black Racial Identity Development</strong></td>
<td>Research Analysis</td>
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<td><strong>Assignments</strong></td>
<td>Presentations</td>
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<td>In-class Reading Assessment</td>
<td>Topic selection and date selection (sign up)</td>
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<thead>
<tr>
<th>2/10/22</th>
<th>Ethnic Identity Theories&lt;br&gt;Sexual Identity Development&lt;br&gt;Gender and Gender Identity Development Theories</th>
<th>Reading: Student Development in College: Theory, Research, and Practice – Part 2 pp. 129 – 195 (Ch. 6, 7, &amp; 8)</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td><strong>Additional readings in Sakai</strong></td>
<td><strong>Constructing Belonging in a Diverse Campus Community</strong></td>
<td>In-class Reading Assessment</td>
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<td><strong>Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students' Sense of Belonging</strong></td>
<td>Research Analysis</td>
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<td><strong>Assignments</strong></td>
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<td>In-class Reading Assessment</td>
<td>Topic selection and date selection (sign up)</td>
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<td>Date</td>
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<td>Reading</td>
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<td>2/17/22</td>
<td>Analysis of LGBT Identity Development Models and Implications for Practice</td>
<td><strong>Reading:</strong> Student Development in College: Theory, Research, and Practice – Part 2 pp. 196 – 242 (Ch. 9 &amp; 10)</td>
<td><strong>Assignments</strong> In-class Reading Assessment</td>
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<td><strong>Additional readings in Sakai</strong></td>
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<td>Constructing Belonging in a Diverse Campus Community</td>
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<td>Are Universities Contributing to Religious Polarization?</td>
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<td>“People See Me, But They Don’t See Me”: An Intersectional Study of College Students With Physical Disabilities</td>
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<td>A Sense of Belonging Among College Students With Disabilities: An Emergent Theoretical Model</td>
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<td>2/24/22</td>
<td>-Social Class and Identity Development -Emergent Theories on Student Experiences and Identities</td>
<td><strong>Reading:</strong> Student Development in College: Theory, Research, and Practice – Part 2 pp. 243 – 280 (Ch. 11 &amp; 12)</td>
<td><strong>Assignments</strong> In-class Reading Assessment</td>
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<td><strong>Additional readings in Sakai</strong></td>
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<td>Upwardly Mobile: Attitudes Toward the Class Transition Among First-Generation College Students</td>
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<td>“Always in My Face”: An Exploration of Social Class Consciousness, Salience, and Values</td>
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<td>3/3/22</td>
<td>-Psychosocial Identity Development -Epistemological and Intellectual Development</td>
<td><strong>Reading:</strong> Student Development in College: Theory, Research, and Practice – Part 3 pp. 281 – 335 (Ch. 13, 14,)</td>
<td><strong>Assignments</strong> In-class Reading Assessment</td>
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<td><strong>Additional readings in Sakai</strong></td>
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<td>Diverse and Critical Perspectives on Cognitive Development Theory</td>
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<td>Date</td>
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<td>3/17/22</td>
<td>- Moral Development Theories - Self-Authorship</td>
<td><strong>Readings:</strong></td>
<td><strong>Assignments</strong></td>
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<td><em>Student Development in College: Theory, Research, and Practice – Part 3 pp. 336 – 378 (Ch. 15, 16)</em></td>
<td>In-class Reading Assessment</td>
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<td><strong>Additional readings in Sakai</strong></td>
<td><strong>Research Analysis</strong></td>
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<td><em>Developing Self-Authorship: Exploring the Experiences of High-Risk College Students</em></td>
<td>Presentations</td>
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<td><em>Principles of Development and Developmental Change Underlying Theories of Cognitive and Moral Development</em></td>
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<td><em>From Self-Authorship to Self-Definition: Remapping Theoretical Assumptions Through Black Feminism</em></td>
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<td>3/24/22</td>
<td>NO Class</td>
<td><strong>Focus on Research Paper and Synthesis of Theories</strong></td>
<td><strong>Work on Research Paper</strong></td>
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<tr>
<td>4/7/22</td>
<td>- Student Affairs Educators in Action - Looking to the future</td>
<td><strong>Readings:</strong></td>
<td><strong>Assignments</strong></td>
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<td><em>Student Development in College: Theory, Research, and Practice – Part 4 pp. 379 - 408 (Ch. 17 &amp; 18)</em></td>
<td>In-class Reading Assessment</td>
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<td><strong>Additional readings in Sakai</strong></td>
<td><strong>Research Analysis</strong></td>
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<td><strong>Research Paper Due</strong></td>
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Fostering a Sense of Belonging Using a Multicontext Approach
Learning Environment, Interaction, Sense of Belonging, and Study Success in Ethnically Diverse Student Groups

4/21/22
**Workshopping:** Learning Portfolio Building, Crafting, and Designing
Assignments
In-class Reading Assessment
Research Analysis Presentations

<table>
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<tr>
<th>4/28/22</th>
<th><strong>FINAL CLASS!!!</strong></th>
<th>Looking to the Future</th>
<th>Learning Portfolio Presentations</th>
<th><strong>Final Portfolio Presentations</strong></th>
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</table>

**Student Development Theory: Putting it into practice**

Subject to Change:
All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with the professor, review syllabus/Sakai/emails regularly, or communicate with other students. Please note that the health scenario regarding COVID-19 may necessitate change.

*** Portions of the content for this syllabus were drawn from syllabi originally developed by Darren Pierre, Ph.D. and Doctora Aurora Chang.

**Assignment Instructions**

*Please refer to the APA 7 template provided for you in Sakai as far as the standard template for all assignments. All assignments will be submitted through your ePortfolio (learning portfolio) in Loyola’s Dicigation platform. Please note, you will be informed on how to utilize Dicigation on the first day of class, and trainings will be made available to you via the learning portfolio website: https://www.luc.edu/celts/programs/learningportfolio/*

1. **Research Analysis Presentation (Individual Presentations each class) - each class from 1/27/22 – 4/21/22 (10 points)**

*Learning Outcome Addressed:*
#3 - Interpret key constructs related to student development theories through analysis of research articles
#4 - Critically reflect and connect student development theory to practice in higher education settings

*Assignment overview:* Students will choose a research article that is based on student development theory and addresses contemporary issues of college student development (article should be within the past 10 years). Analyze the article
including 1) identifying the core research problem/question addressed, 2) the theoretical framework or foundational college student development theories within the literature review, 3) the methodology the author(s) utilized to explore the research question, 4) the implications for college student development in research AND in practice, and 5) further research questions that arise for you.

Develop a 10 – minute presentation for the class on your analysis of this article (and the 5 points above). Each student will be expected to present

1) a slide deck presentation with an overview of the research article topic,
2) clear description what the problem statement
3) the relevant theories, frameworks, and concepts from college student development
4) an explanation of the methodology
5) implications and future research

The article will need to be provided in advance so that the instructor will place it in the folder in SAKAI.

2. **Student Development Program Project (5 pages) – due 2/17/22 (20 points)**

*Learning Outcome Addressed:*

#1 - Identify key student development theories and frameworks that inform issues facing college students
#4 - Critically reflect and connect student development theory to practice in higher education settings
#5 - Promote ideals of equity and justice in higher education contexts
#6 - Apply student development theories to practical situations in higher education by assessing and designing interventions

*Assignment overview:* Develop a 4-5-page paper that designs a program in a higher education setting of your choosing (e.g., orientation, student activities and greek affairs, transfer student and first year student programming, leadership programming, etc.) that is based on and connected to student development theories.

For this program, students will:

1) Design a program with a detailed outline of the program activities (minute-by-minute), including audience, learning outcomes, activities, and plan of implementation.
2) Develop a brief narrative explaining the program and connecting it to the student development theories that undergird the program plan.


*Learning Outcome Addressed:*

#1 - Identify key student development theories and frameworks that inform issues facing college students
#4 - Critically reflect and connect student development theory to practice in higher education settings
#5 - Promote ideals of equity and justice in higher education contexts
#6 - Apply student development theories to practical situations in higher education by assessing and designing interventions

*Assignment overview:* Develop a 5-page paper that includes two parts: 1) 2 pages of your concept map and narrative description and 2) 3 pages of your mid-semester evaluation.

In the first 2 pages, develop your map of student development theory in which you will draw/create your understanding of how student development theory is organized/categorized/makes sense. This is based on the work of concept mapping, and I encourage you to review the resources here:

- [https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/](https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/)
- [https://www.youtube.com/watch?v=sZj6DwCqSU](https://www.youtube.com/watch?v=sZj6DwCqSU)
After you craft your map, please explain and craft a narrative to describe your map (thus, 2 pages total for part 1).

In the next 3 pages, assess yourself in this course in three ways: 1) your learning, 2) your opportunities for further development, and 3) the theories from the field you seek to explore more in the future.

- Assess what you have been learning and what you still want to learn in this course (ELPS 433 College Student Development)
- Assess where you can identify opportunities for your further development and growth
- Evaluate the theories from the field you seek to explore more in the future and why.

4. **Research Paper**: What Student Development Theories most impact college students today? (15 pages) – due 4/7/22 (20 points)

   Learning Outcome Addressed:
   #1 - Identify key student development theories and frameworks that inform issues facing college students
   #2 - Articulate development issues facing college students past and present
   #4 - Critically reflect and connect student development theory to practice in higher education settings

   Assignment overview: Craft a 15-page paper (typed, double-spaced, 12 pt font) with 10 external resources (from outside of class or readings on the syllabus) responding to *What Student Development Theories most impact college students today?* In this research paper, students will develop a highly organized and structured paper, identifying key characteristics of college student development today and the relevant theories of student development that undergird those key characteristics (support, challenge, or intensify them).

   Students will utilize the Higher Education APA 7 standard paper template provided in Sakai (titled: “APA 7 Template_HIED Program Template.docx (1)”) 

5. **Final Reflection and Final Portfolio Project**: Learning Portfolio Presentation 4/28/22 (20 points)

   All final learning portfolio are due 4/28/22 and be prepared to present during last Thursday class (4/28/22). Each student will have (10 minutes) to present.

   A Learning Portfolio is a digital collection of work over time that demonstrates your knowledge, skills, abilities, values, experiences, and competencies. The objective of creating a learning portfolio for your final project is to demonstrate your development in this course as well as all learning outcomes associated with this course. Your learning portfolio is a collection of your semester’s work and the narrative of your learning and experiences throughout the fall 2021 semester. It is highly recommended to consult the learning portfolio resources found at [https://www.luc.edu/celts/programs/learningportfolio/](https://www.luc.edu/celts/programs/learningportfolio/)

   Learning Outcome Addressed: All learning outcomes of the course

   You have been building your portfolio all semester (or if you developed a learning portfolio from an earlier semester, you can build on this portfolio), but your additional assignment will be to write a final reflection paper synthesizing your learning and experiences from the ELPS 433 course. In this summative final reflection activity, students will submit a 3 – 4 page reflection paper that details their updated philosophy of student development theory and practice. *How does student development theory inform practice and how does college student practice and programs inform theory?*

   1) How so you respond to the question above?
   2) What theories, conceptual frameworks, and cognitive structures were most informative for you in this course to help you formulate your learning and updated philosophy?
3) What activities did you find most educative to support your learning and development in this course?
4) What do you still seek or still inquire about the student development theory?
5) What theory/theories still need to be addressed?
School of Education, Loyola University Chicago ADDENDUM

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**The 13 possible objectives you will select from are listed below:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making

11. Learning to analyze and critically evaluate ideas, arguments, and points of view

12. Learning to apply knowledge and skills to benefit others or serve the public good

13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in DIGICATION. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**Digication**

All students, except those who are non-degree, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

**Additional ONLINE Course Policies**

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings*
[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

*Student Participation*

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?]

*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

Special Circumstances—Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

*Syllabus Addendum Link*

https://www.luc.edu/education/academics/syllabi/