University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HELEAD 710 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) College Student Development: Theory, Assessment and Application

**25-Character Abbreviation:** COLLEGE STUDENT DEVLPMT

**Sponsor(s):** Richard Mason, Ellyn Dickmann

**Department(s):** Curriculum & Instruction

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments: Counselor Education

**Programs Affected:** **MSE-PD Higher Education Emphasis**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** Graduate standing

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** Curriculum & Instruction

**Instructor:** Dr. Thomas Rios

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:** An increasing number of students seeking graduate-level preparation for careers in higher-education leadership in areas such as residence life, recruitment and retention, and academic support services have sought admission to the MSE-PD Educational Leadership program. This course is one of a set of five courses being created specifically to address the needs of that group of students that will form part of a distinct emphasis in Higher Education Leadership. The population for whom these courses are intended is different from the students admitted to UW-Whitewater’s Counselor Education program – Higher Education track in that they do not have a particular interest in counseling and the positions for which they are preparing do not require them to complete a nationally-accredited program in counseling.

**Relationship to program assessment objectives:** This course addresses [CAS Standards](http://www.cas.edu/getpdf.cfm?PDF=E86DA70D-0C19-89ED-0FBA230F8F2F3F41) (Part 5b.1) for master’s-level student affairs professional preparation programs related to student growth and development. This course also contributes to the achievement of MSE-PD program goals of enhancing students’ proficiency in **research** about higher education leadership, their understanding of professional **practice**in higher education, and the ability to communicate with others about, and advocate for, student growth and learning in higher education **(voice)**.

**Budgetary impact:** Courses in the Higher Education Leadership emphasis will initially be taught by UW-Whitewater administrators funded by program revenue. As the program expands, the course will be taught by qualified adjunct instructors on a self-supporting basis.The population served by these courses does not overlap with the population enrolled in other master’s emphasis areas at UW-Whitewater, and availability of these courses should not affect enrollment in existing courses other than the common core courses of the MSE-PD, which should increase as more students enroll in the Higher Education Leadership emphasis.

**Course description:** (50 word limit) This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development, and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

The student will be able to:

1. Understand the history and nature of student development theory, how it is currently conceived, how it has been created, used, and modified, and how it informs the design of educational practice on college campuses in order to contribute to class discussions, group projects, and written assignments.

2. Interpret and apply theories of student development to understanding the context of the college experience and demonstrate understanding through written assignments, class discussions, and group projects.

3. Develop the ability to locate and synthesize student development literature related to real-world issues in student affairs/higher education practice and use the literature to complete written assignments..

4. Apply existing theory to actual students’ experiences and begin to see additional ways of looking at those experiences through the creation of informal developmental “theories.”

5. Critique what is called “student development theory,” both in terms of individual theories/models and the collective body of literature in the field.

6. Set self/course goals and reflect on progress toward them.

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

**The following books/articles were critical to the development of this course:**

Chickering, A., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA:

Jossey-Bass.

Cuyjet, M.J., Howard-Hamilton, M.F., & Cooper, D. L. (2011). *Multiculturalism on**Campus: Theory, models, and practices for understanding.* Sterling, VA: Stylus

Publishing.

Parks, S. (2000). *Big questions worthy dreams*. San Francisco: Jossey-Bass.

Evans, N., Forney, D., Guido, F., Patton, L., & Renn, K. (2010). *Student development in college:*

*Theory, research, and practice (2nd. Ed.)*. San Francisco: Jossey-Bass.

Foubert, J., Nixon, M., & Sisson, V. (2005). A longitudinal study of Chickering and Reisser’s

vectors: Exploring gender differences and implications for refining the theory. *Journal of*

*College Student Development, 46*, 461-471.

Levinson, D. J. (1986). A conception of adult development*. American Psychologist, 41,* 3-13.

Salter, D., Evans, N., & Forney, D. (2006). A longitudinal study of learning style preferences on

the Myers-Briggs type indicator and learning style inventory. *Journal of College Student*

*Development, 47*, 173-184.

Strange, C. C., (1994). Student development: The evolution and status of an essential idea.

*Journal of College Student Development, 35(6),* 399-412

Strange, C. C., (2004). Constructions of student development across the generations. In M. D.

Coomes & R. D. DeBard (Eds.). *Serving the millennial generation* (pp. 47-57). *New*

*Directions for Student Services, no. 106.* San Francisco: Jossey-Bass.

Strange, C. C., & Alston, L. (1998). Voicing differences: Encouraging multicultural learning.

*Journal of College Student Development, 39,* 87-99

Strange, C. C., & King, P. M. (1990). The professional practice of student development. In D.

Creamer & Associates, *College student development: Theory and practice for the 1990s*

(pp. 9-24). Alexandria, VA: ACPA Media.

Torres, V., Jones, S., & Renn, K. (2009). Identity development theories in student affairs:

Origins, current status, and new approaches. *Journal of College Student Development, 50*, 577-596.

Parker, C. (1977). On modeling reality. *Journal of College Student Personnel, 18,* 419-425.

Yamazaki, Y. (2005). Learning styles and typologies of cultural differences: A theoretical and

empirical comparison. International. *Journal of Intercultural Relations, 29*, 521–548.

**HELEAD 710 College Student Development: Theory, Assessment, and Application**

(Proposed Course for UW-Whitewater’s

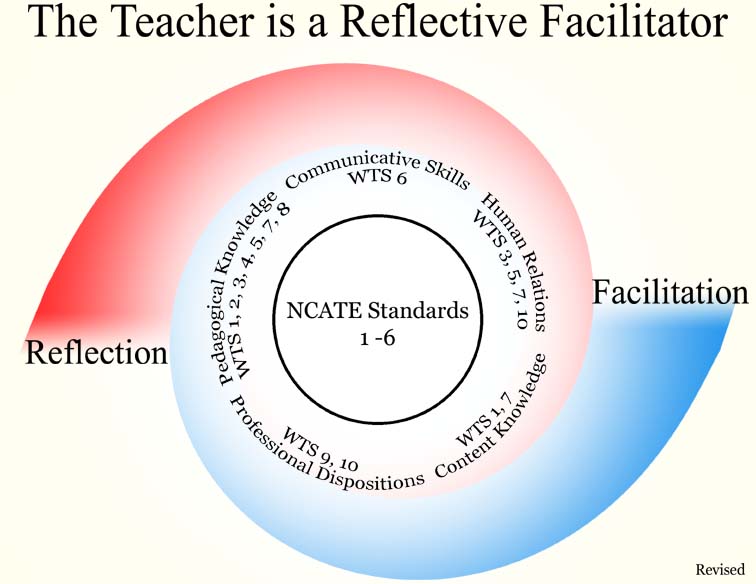
Master of Science in Education in Professional Development —

emphasis on Higher Education Leadership)

Your success in this class is important to us. If there are circumstances that may affect your performance in this class, please let us know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The Center for Students with Disabilities (262) 472-4711 provides resources for students with disabilities. You will need to provide them with documentation of disability in order to receive official university services and accommodations.

**Course Description**

This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development, and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.



**Conceptual Framework**

Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater. This structure gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performances, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils’ to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles

**Course Knowledge and Learning Objectives**

1. Understanding the history and nature of student development theory, how it is and has been created, used, and modified.

2. Being able to interpret and apply theories to understanding the context of students’ development.

3. Developing the ability to locate and synthesize student development literature related to real-world issues in student affairs/higher education practice.

4. Applying existing theory to actual students’ experiences and beginning to see additional ways of looking at those experiences through the creation of informal developmental “theories.”

5. Being able to critique what is called “student development theory,” both in terms of individual theories/models and the collective body of literature in the field.

6. Being able to set self/course goals and reflect on progress toward them.

**Required Texts**

Chickering, A., & Reisser, L. (1993). *Education and identity* (2nd edition). San Francisco: Jossey-Bass Publishers.

Evans, N., Forney, D., Guido, F., Patton, L., & Renn, K. (2010). *Student development in college: Theory, research, and practice (2nd. Ed.)*. San Francisco: Jossey-Bass Publishers.

Other materials as assigned.

**Expectations for Students**

We have three expectations for students in this course:

1. **Seek First to Understand, Then to be Understood**. Stephen Covey in his book, The 7 Habits of Highly Effective People (1989), claims that this habit distinguishes effective people from their less effective counterparts. In higher education, we tend to put a great emphasis on **critical thinking**. The problem that often arises among students (and practitioners) is that they tend to first criticize an author, idea, colleague, or classmate without first seeking to understand his or her perspective. Don’t do this.
2. ***THNIK* for yourself**. (No, there isn’t a typo here.) Graduate education isn’t about memorizing facts or repeating your professor’s thoughts; it’s about taking information and transforming it into “knowledge” — by making meaning of it. We expect you to be co-learners with us — to advance OUR learning, and to be able to describe how the course prompts your curiosities for further independent learning. Be different: THNIK.
3. **Attendance and Engagement**. Students who are absent three or more sessions will not receive credit for the course. Absences up to 3 will be accounted for and potentially affect final grades. A considerable part of learning about and understanding the issues involved in higher education is through reading, discussing, and reflecting. Engagement with the materials is necessary for the success of the course. We expect you to be prepared for class and participate actively, thoughtfully, and with respectful consideration for other students. We will call upon you in class to express your thoughts and to enhance the engagement of all.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and    non-discriminatory learning environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](file:///C:\Documents%20and%20Settings\kinsonl\Local%20Settings\Temporary%20Internet%20Files\www.uww.edu\Catalog\02-04\Legal\Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](file:///C:\Documents%20and%20Settings\kinsonl\Local%20Settings\Temporary%20Internet%20Files\www.uww.edu\Catalog\02-04\Legal\Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).

**Learning Activities**

**Personal Theory Paper**

The purpose of this paper is to tap your "personal theories and hunches" about college students before they are framed and cast in your exposure to the many formal theories and models of this course. In a maximum of 10 pages, please introduce yourself and address the following questions, reflecting on your own undergraduate college experience: In what ways did you differ as a senior in comparison to your memories of yourself as a first year student? What changes took place with respect to any of these differences? To what experiences do you attribute these changes (in and/or out of the classroom)? What conclusions would you draw in summarizing the student development journey of your own college experience? What would you recommend for students to do who also wish to make the best of their time in college?

**Formal Theory Paper**

In a maximum of 16 pages, use three formal theories of your choice (from among those studied this term) to explicate the developmental status of a first year undergraduate student with whom you have conducted a series of assessment interviews during the course of this term (see Student Interviews below). The purpose of this assignment is to experience the complex interplay of formal theories in an attempt to explain the unique experiences and developmental levels of a new student in higher education. Emphasis here is placed on your ability to connect theoretical constructs and assumptions to anecdotes, illustrations, and examples from real students' lives. You are expected to research the particular theory or theories you are using beyond the assigned course readings in order to determine how growth and development are assessed using the theory you have selected. You must consult at least one primary source for the theory you use.

**Voice Journal**

This is the principal repository of your learning and insights this semester on your journey to acquire your selected “voice.” Your voice journal may be maintained as an online blog (my preference) or in a 3-ring binder, scrapbook, or paper to be submitted electronically. I would expect to find a dated sequence (at least once a week) of reflective notes and summaries of a variety of readings, references, experiences, and observations in regard to your voice. Language is typically informal, expressive, and descriptive, demonstrating a cumulative and progressive understanding of the ideas and issues relative to this voice, and how such knowledge intersects with the ideas and concepts of this course.

**Student Interviews**

In order to comply with UW-W’s guidelines for the ethical treatment of human subjects in research, you MUST inform participants of the following points BEFORE you start the interview: • Why you are interviewing them • What you will do with the information they are telling you • If you are taping the interview, that you will destroy the tape once you are done with the information on it • How you will protect their confidentiality • That they can decline to answer any question they choose, and can end the interview at any point they wish • That if they have any questions or concerns about the interview, they can contact your professor (Give them professor contact information from the front of this syllabus.)

**Final Exam**

This exam is a summative analysis of the ideas, concepts, inferences, and applications encountered this semester. Emphasis will be placed on integrating your own perspectives on student development and on synthesizing the learning documented in your voice journal. Questions will focus on applications of these perspectives and synthesis.

**GRADING BREAKDOWN AND STANDARDS:**

Assignments/Exams Personal Theory Paper (20%)

Formal Theory Paper (30%)

Voice Journal (25%)

Final Exam (25%)

The following grading scale applies:

94-100 = A

87-93 = A/B

80 – 86 = B

73-79 = B/C

72 or < = C

About grading: **An “A” paper** is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is mostly free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). **A “B” paper** is good. It has some weaknesses in one of more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies.

**COURSE SCHEDULE:**

**Week 1**

**Course Introduction**

**Week 2**

**Understanding Student Development Theory and Hunches about Student Development Theory (Hearing “Voices”)**

Strange, C., & Alston, L. (1998). Voicing differences: Encouraging multicultural learning. *Journal of College Student Development, 39,* 87-99. [BB]

Evans, et al. (2010). pp. xvii-xxii, 1-40, & 41-46. \*Please work on your informal theory paper before advancing too far into the introduction to formal theory in *Student Development in College*.

**Week 3**

**Theories of Identity: Part I.** Theory Overview, Developing Competence, Managing Emotions, Moving Through Autonomy Toward Interdependence, Developing Mature Interpersonal Relationships

Chickering & Reisser (1993), pp. 43-172.

Evans, et al. (2010). pp. 47-63.

**\*Due: Personal Theory Paper**

**Week 4**

**Theories of Identity: Part II.** Establishing Identity, Developing Purpose, Developing Integrity

Chickering & Reisser (1993), pp. 173-264.

Foubert, J., Nixon, M., & Sisson, V. (2005). A longitudinal study of Chickering and Reisser’s vectors: Exploring gender differences and implications for refining the theory. *Journal of College Student Development, 46*, 461-471. [BB]Page 6

**Week 5**

**Dimensions of Identity.** Gender, Race, Sexual Orientation

Evans, et al. (2010), pp. 227-345. (Social Identity, Racial Identity, Ethnic Identity and

Acculturation, Multiracial Identity, Sexual Identity, Gender Identity)

Torres, V., Jones, S., & Renn, K. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. *Journal of College Student Development, 50*, 577-596. [BB]

**Select 2 additional articles from the selected reading list below.**

(a) Abes, E., & Kasch, D. (2007). Using queer theory to explore lesbian college students’ multiple dimensions of identity. *Journal of College Student Development, 48*, 619-636.

(b) Chhuon, V., & Hudley, C. (2008). Factors supporting Cambodian American students' successful adjustment into the university. *Journal of College Student Development, 49,* 15-30.

(c) Dugan, J. P., & Yurman, L. (2011). Commonalities and differences among lesbian, gay, and bisexual college students: Considerations for research and practice. *Journal of College Student Development, 52,* 201-216.

(d) Edwards, K., & Jones, S. (2009). “Putting my man face on”: A grounded theory of college men’s gender identity development. *Journal of College Student Development, 50*, 210-228.

(e) Harper, S., & Nichols, A. (2008). Are they not all the same?: Racial heterogeneity among black male undergraduates. *Journal of College Student Development*, 49, 199- 214.

(f) Johnson, D., Soldner, M., Leonard, J., Alvarez, P., Inkelas, K., Rowan-Kenyon, H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates from different racial/ethnic groups*. Journal of College Student Development, 48*, 525- 542.

(g) King, A. (2011). Environmental influences on the development of female college students who identify as multiracial/biracial-bisexual/pansexual. *Journal of College Student Development, 52,* 440-455.

(h) Melendez, M. C., & Melendez, N. B. (2010). The influence of parental attachment on the college adjustment of white, black, and Latina/Hispanic women: A cross-cultural investigation. *Journal of College Student Development, 51*, 419-435.

(i) Miville, M., Darlington, P., Whitlock, B., & Mulligan, T. (2005). Integrating identities: The relationships of racial, gender, and ego identities among white college students. *Journal of College Student Development, 46*, 157-175.

(j) Moran, C. (2007). The public identity work of evangelical Christian students. *Journal of College Student Development, 48*, 418-434.

Page 7

(k) Mueller, J. A., & Cole, J. C. (2009). A qualitative examination of heterosexual consciousness among college students. *Journal of College Student Development, 50*, 320-336.

(l) Nadal, K. L., Pituc, S. T., Johnston, M. P., & Esparrago, T. (2010). Overcoming the model minority myth: Experiences of Filipino American graduate students. *Journal of College Student Development, 51,* 694-706.

(m) Okagaki, L., Helling, M., & Bingham, G. (2009). American Indian college students’ ethnic identity and beliefs about education. *Journal of College Student Development, 50*, 157-176.

(n) Ratanasiripong, P., & Rodriguez, A. (2011). Promoting wellness for Thai college students. *Journal of College Student Development, 52,* 217-223.

(o) Sanchez, D., & Carter, R. (2005). Exploring the relationship between racial identity and religious orientation among African American college students. *Journal of College Student Development, 46* 280-295.

(p) Schwartz, J., Donovan, J., & Guido-DiBrito, F. (2009). Stories of social class: Self- identified Mexican male college students crack the silence. .*Journal of College Student Development, 50*, 50-66.

(q) Stewart, D. L. (2009). Perceptions of multiple identities among black college students. *Journal of College Student Development, 50*, 253-270.

(r) Wilkerson, J. M., Brooks, A. K., & Ross, M. W. (2010). Psychosocial identity development and sexual risk taking of acculturating collegiate gay and bisexual men. *Journal of College Student Development, 51*, 279-296.

**Week 6**

**Identity Across the Lifespan**

Levinson, D. J. (1986). A conception of adult development*. American Psychologist, 41,* 3-13.

Gordon, J., Beatty, J., & Whelan-Berry, K. (2002). The midlife transition of professional women with children. *Women in Management Review, 17*, 328-341. [BB]

Evans, et al (2010), pp. 212-226. (Schlossberg’s Transition Theory)

**Week 7**

**Guest Lecture: International Dimensions of the College Student Experience**

**Guest Speakers, Discussion and Reflection**

**Week 8**

**Theory and Practice in Student Development**

Strange, C. C., & King, P. M. (1990). The professional practice of student development. In D. Creamer & Associates, *College student development: Theory and practice for the 1990s* (pp. 9-24). Alexandria, VA: ACPA Media. [BB]

Parker, C. (1977). On modeling reality. *Journal of College Student Personnel, 18,* 419-425.

**Week 9**

**Meaning Making: Part I.** Perry’s Theory of Intellectual and Ethical Development

Cognitive Structural Theories, Development of Self-Authorship

Evans, et al. (2010), pp. 82-98.

Evans, et al. (2010), pp. 119-135.

Evans, et al. (2010), pp. 176-193.

**Week 10**

**Meaning Making: Part II.** Moral Development Theory

Evans, et al. (2010), pp. 99-118.

Stage & Dannells, *Linking Theory to Practice*, Chapter 9 (pp. 199-219)

**Week 11**

**Spirituality and Faith**

Evans, et al. (2010), pp. 194-211. Development of Spirituality and Faith

Parks, S. (2000). *Big questions worthy dreams* (pp. 53-103). San Francisco: Jossey-

Bass Publishers.

Nash, R. J. (2001). Constructing a spirituality of teaching: A personal perspective.

*Religion and Education, 28(1),* pp. 1-20.

Burchell, J., Lee, J., & Olson, S. (2010). University student affairs staff and their

spiritual discussions with students. *Religion and Education, 37*, 114-128.

Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). Assessing students’ spiritual and religious qualities. Journal of College Student Development, *52,* 39-61.

**Week 12**

**Cognitive Types and Styles**

Evans, et al (2010), pp. 136-152. Kolb’s Theory of Experiential Learning ! Evans, et al (1998), pp. 243-259.

The Myers-Briggs Adaptation of Jung’s Theory ofPersonality Type

Peruse: http://www.personalitypathways.com/education.html

**Select 2 additional articles from the selected reading list below.**

(a) Briggs, S., Copeland, S., & Haynes, D. (2007). Accountants for the 21st century, where are you? A five-year study of accounting students’ personality preferences. *Critical Perspectives on Accounting, 18,* 511–537.

(b) Francis, L., Craig, C., & Robbins, M. (2007). The relationship between psychological type and the three major dimensions of personality. *Current Psychology: Developmental* • *Learning* • *Personality* • *Social,* 25, 257-271.

Page 9

(c) Salter, D., Evans, N., & Forney, D. (2006). A longitudinal study of learning style preferences on the Myers-Briggs type indicator and learning style inventory. *Journal of College Student Development, 47*, 173-184.

(d) Arthurs, J. (2007). A juggling act in the classroom: Managing different learning styles. *Teaching and Learning in Nursing, 2,* 2– 7.

(e) Yamazaki, Y. (2005). Learning styles and typologies of cultural differences: A theoretical and empirical comparison. International. *Journal of Intercultural Relations, 29*, 521–548.

**Week 13**

**Conditions and Principles of Growth and Change**

Strange, C. (1994). Student development: The evolution and status of an essential idea. *Journal of College Student Development, 35(6),* 399-412

Strange, C. C. (2004). Constructions of student development across the generations. In M. D. Coomes & R. D. DeBard (Eds.). *Serving the millennial generation* (pp. 47-57). *New Directions for Student Services, no. 106.* San Francisco: Jossey-Bass Publishers.

**Week 14**

**Applications, Issues, Summaries and Conclusions 1**

Evans, et al (2010), pp. 349-358. Using Theories in Combination

**\*Formal Theory Paper Presentations**

**\*Formal Theory Paper Due**

**Week 15**

**Applications, Issues, Summaries and Conclusions 2**

Evans, et al (2010), pp. 359-372. Final Thoughts and Future Directions

**\*Formal Theory Paper Presentations**

**\*Voice Journal Due**

**Week 16**

**\*Final Examination**