

The College of Education's Conceptual Framework  
*Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities*

# SDAD 578

## Student Development Theory, Research, and Practice

### Spring 2011

#### INSTRUCTOR

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#### COURSE INFORMATION

SDAD 578 (3 Credits)  
Student Development Theory, Research, and Practice  
Pigott 205  
Tuesdays 6:00pm-8:40pm

#### COURSE OVERVIEW

**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 affairs professionals and other higher education constituents (researchers and policymakers) will be explored.

**PURPOSE AND RATIONALE:** The purpose of this class is to provide you with an overview of foundational theories, frameworks, and models to theoretically ground your professional pedagogy and practice. In particular, effective and innovative student affairs professionals have strong facility with such knowledge to inform their work.

This course addresses the college's conceptual framework by engaging students in thought-provoking discussion, the research literature, and in written and reflective activities that interrogate their understanding of ethical behavior and diverse communities, both personally and professionally

#### COURSE OBJECTIVES

- Develop a working knowledge of college student development theories, frameworks, research models, & best practices
- Critically explore and interrogate (a) your own development and (b) diverse students' college student development
- Synthesize key concepts among selected theories, frameworks, and research models
- Apply student development theories and frameworks through engaging in a community-based learning project

#### INSTRUCTIONAL METHODS

This course will utilize a wide-array of instructional methods to meet the needs of a diverse learning community. Such activities include (but are not limited to): the Socratic method, guest speakers, discussion (large & small group), case study analysis, role playing, group presentations, peer review (oral, electronic, & written), reflection (group & individual settings), and use of multiple forms of technology.

#### REQUIRED TEXTS

This course averages approximately 75 pages of reading per week.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> edition.). Washington D.C.: American Psychological Association.

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice* (2<sup>nd</sup> edition). San Francisco, CA: Jossey-Bass.

McClellan, G.S., & Stringer, J. (Eds.). (2009). *The handbook of student affairs administration* (3<sup>rd</sup> edition). San Francisco, CA: Jossey-Bass.

Required readings not listed above will be posted on Angel

### Additional Resources

[www.apastyle.org/index.html](http://www.apastyle.org/index.html) (APA style manual home page)

[www.acenet.edu](http://www.acenet.edu) (American Council on Education)

[www.chronicle.com](http://www.chronicle.com) (The Chronicle of Higher Education)

[www.Higher-Ed.org](http://www.Higher-Ed.org) (a private higher education resource site with links to many useful and interesting higher education sites)

## REQUIREMENTS

<b>Classroom Engagement</b>	<b>15%</b>
<b>Autoethnography</b>	<b>10%</b>
<b>Theory Matrices &amp; Papers</b>	<b>15%</b>
<b>Group Theory Presentation</b>	<b>10%</b>
<b>Final Project</b>	<b>50%</b>

**Classroom Engagement (15%):** Participation and engagement are requisite components of the course. The course will have individual and group-based activities within (discussion, activities, peer review, etc.) and outside (reading, research, and reflection) of the classroom setting. You are expected to come to class having read for the entire week and be ready to discuss and engage in activities that will expand upon the material presented in the readings. You are required to bring your APA manual and weekly readings to class, as we will refer to them during our discussion and activities.

**Autoethnography (10%):** In order to fully understand student development theories and apply them in your professional work, there is a need to explore and interrogate your unique background—to uncover and engage your implicit values, biases, and assumptions. In no more than 6 pages, you will provide an educational autoethnography, highlighting your family background and educational history. Your paper will have four parts:

- 1) **Your family immigration history in national and transnational contexts (1 page):** What countries do you trace your roots to? When and why did the 1<sup>st</sup> generation immigrate to the U.S.? Within the U.S.? How has this shaped your life? How does your history inform your identity and work in student affairs?
- 2) **Share your unique cultural values and practices that have shaped your educational trajectory (2 pages):** Identify no more than 2 key cultural values and/or practices that have shaped your educational trajectory. What are they? How were they formed? How do they inform your work in student affairs?
- 3) **Map your educational trajectory from birth to graduate school (1 page):** Identify key educational events/outcomes that have influenced your educational pathway, including both formal (e.g. schools attended) and informal opportunities (e.g. visiting a college, a particular conversation, etc.).
- 4) **Your educational trajectory in social and political context (2 pages):** Identify no more than 2 pivotal moments that have shaped at least 2 of the following identities (race/ethnicity, class, gender, sexual orientation, & spirituality) and explain their role and significance in your (a) personal and (b) professional life. When possible, connect to the macro (local, state, national, int'l) or micro (college) social policy context—initiatives, historical events, policies, etc.

The autoethnography will be evaluated on (1) the clarity, depth, and organization, (2) the critical nature of your reflection, (3) connections to people, places, and policy to highlight structural opportunities and challenges in your college pathway, (4) degree to which you provide connections for improved theory, research, and best practice in student development, and (5) proper use of APA style.

**Theory Analysis Matrices and Papers (15%):** In order to understand and effectively utilize theory, you will engage in a process of continuous review, analysis, and reflection.

- 1) **Matrix:** You will fill in a theory matrix for approximately 3 theories per week (15 total) as covered in the required readings (except for the week of your presentation). Specific theories to be covered are listed in parenthesis by week in the schedule of activities and assignments on the last page of the syllabus.
- 2) **Paper:** The theory analysis papers will serve as the starting point for this process at the individual level. You will complete three theory analysis papers, excluding the week of your group presentation. Each paper will be no longer than 2 pages (1 page max for synthesis and 1 page max for reflection). In particular, a strong synthesis moves beyond summary to identify and explicate key themes (commonalities, tensions, contradictions) across the theories, frameworks, and methods presented in the readings. A critical reflection will move beyond surface level agreements and disagreements and dig deep into the subject matter by exploring and interrogating your values, biases, and assumptions.

Questions to consider in conducting your synthesis include: What groups is this theory most applicable to? When? Why? What structures support/do not support the developmental process for each theory? Who is excluded (intentionally or unintentionally)? What implicit assumptions does the model make?

Questions to consider in your critical reflection include: How inclusive or exclusive is the theory of underrepresented groups? In what ways does the theory further/impede social justice? What are key considerations for student development professionals who want to be inclusive and further social justice through the application of this theory? What can student development professionals do to translate theory → practice?

Theory matrices will be graded on (1) clarity, depth, and organization of summaries, (2) ability to assess inclusivity of diverse identity groups, and (3) ability to make connections to other student development theories. Theory papers will be evaluated on (1) clarity, depth, and organization of the paper, (2) cohesive synthesis across theories, (3) ability to evaluate and assess inclusivity of diverse identity groups, (4) ability to translate theory into inform best practice for social justice outcomes, and (5) proper use of APA style.

**Group Theory Presentation (10%):** To further develop your collaboration and communication skills, you will be required to develop and execute a group presentation on the reading material for a particular week. You will be assigned to a group on the first day of class. Each group will create a 20 minute presentation to engage the class on the theories, frameworks, and methods for that week. The goal of the presentation is to expand upon the reading material and collectively push our thinking on the theories at hand. At least 15 minutes of the presentation should be devoted to a small group discussion activity. The group presentation will be evaluated on (1) organization, clarity, and depth, (2) ability to provoke in-depth discussion that extends beyond the reading material, (3) connections to student development theory, research, and best practice, and (4) proper use of APA style.

**Final Project (50%):** You will complete a final project that integrates your knowledge and application of student development theories, research, and practice. In particular, you will engage in a collaborative process to create a program that effectively draws upon student development theory to address diversity, social justice, and community engagement. Detailed instructions will be provided by the 3<sup>rd</sup> week of class. The grading breakdown is as follows:

<b>Individual Stakeholder Interview and Transcription:</b>	<b>5%</b>
<b>Individual Literature Review:</b>	<b>10%</b>
<b>Final Group Report:</b>	<b>25%</b>
Individual Component	15%
Group Component	10%
<b>Final Group Presentation:</b>	<b>10%</b>

## GRADING AND COURSE POLICIES

**A**

**A (95-100); A- (89-94)**

Students must be engaged in at least 90% of class sessions in their entirety and have demonstrated mastery of material to receive this grade (**no deadlines are missed**).

**B**

**B+ (86-88); B (82-85); B-(79-81)**

Students must be engaged in at least 80% of class sessions in their entirety and have demonstrated frequent mastery of material in all assignments to receive this grade (**one or two deadlines are missed**).

**C**

**C+ (76-78); C (72-75); C-(69-71)**

Students must be engaged in at least 75% of class sessions in their entirety and have demonstrated infrequent mastery to receive a "C" grade (**more than 2 deadlines are missed**).

**D**

**D+ through D- (59-68)**

Students must be engaged in at least 65% of class sessions in their entirety and have demonstrated infrequent to little mastery to receive a "D" grade (**more than 3 deadlines are missed**).

**F**

**F (Below 68)**

Students who engage in less than 65% of class sessions in their entirety and have not demonstrated comprehension nor mastery (**more than 4 deadlines are missed**).

Per SDA Program policy, a grade of a "B" or better must be received in order to receive credit toward your degree. Thus, students who receive a grade lower than a "B" will be required to re-take the course.

In situations where a student is on the border line (e.g., B+ or A-), classroom engagement will weigh in.

**Communication:** Email is the best way to reach me. When possible, I will respond to your email within 48 business hours. Please note that I do not check the Angel email box on a regular basis. If you use the communication function in Angel to email, please check the box that will send your message to my internet mail so that I receive your email in a timely manner.

You are required to check your SU email and the course Angel site [Announcements] by 3:00pm on the day of class to ensure that we will meet and receive any last announcements for the course.

**Assignment Format & Submissions:** All assignments are to be uploaded on Angel as one document and be in APA format, unless stated otherwise. Special attention will be paid to citations and reference pages. In addition, all assignments should include (1) a cover page, (2) page numbers, and be (3) double-spaced in 12 pt font (Times New Roman, preferred) with 1' margins.

**Illness/Emergencies/ Unforeseeable Absences:** People who work in educational settings are prone to pick up the latest cold/flu from their students. Emergencies happen. When possible, please email me ASAP if an illness/emergency or unforeseeable circumstance arises and you cannot attend class. As part of our learning community, consult with your classmates first regarding missed notes and assignments. Thereafter, if you still have questions, please contact the instructor.

**Late/Missed Assignments:** All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor. Assignments not turned in during the first 10 minutes of class on the due date will be penalized one-half grade per day late (A to A-, etc.) and will not be accepted after 5 days. Emailed assignments will not be accepted.

**Extra Credit Opportunities:** Extra credit opportunities may become available during the course of the quarter. These activities are not required and will take place outside of class time. Every effort will be made to be inclusive of as many students as possible. However, because of students' diverse commitments outside of class time, participation

may require students' to negotiate other time commitments in order to participate in such activities. Lastly, make up extra credit opportunities will not be available.

## UNIVERSITY/ COLLEGE OF EDUCATION POLICIES

**DISABILITIES:** If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

**ACADEMIC HONESTY POLICY:** Includes the issue of plagiarism and using assignments from prior classes in a subsequent class without the permission of the instructor of the subsequent class. The Academic Honesty Policy of the university is available from the Registrar's web site at the following URL: <https://www.seattleu.edu/registrar/Policies.aspx>. When you open the Registrar's web page containing the list of SU policies, scroll down to the policy hotlink with the name "Academic Honesty" and click on that hotlink and it will open and/or download that policy in pdf format to your computer.

**GRADING GRIEVANCE:** This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document can be found at the following URL: <https://www.seattleu.edu/registrar/Policies.aspx>. When you open the Registrar's web page containing the list of SU policies, scroll down to the policy hotlink with the name "Grading Grievance Challenging a Course Grade" and click on that hotlink and it will open and/or download that policy in pdf format to your computer.

### **FAIR PROCESS POLICY:**

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the fair process policy can be found using the following URL which directly opens the policy found on one of the web pages of the Registrar's Office: <https://www.seattleu.edu/registrar/Policies.aspx>. When you open the Registrar's web page containing the list of SU policies, scroll down to the policy hotlink with the name "Fair Process for ASC, EDUC and NURS " and click on that hotlink and it will open and/or download that policy in pdf format the policy to your computer.

## WEEKLY OVERVIEW

### **Week 1: Introduction to Student Development Theory, Research, and Practice**

*What is theory? What is student development theory? Why do practitioner-scholars need a working knowledge of such theories? What does theory have to do with research and practice in the field?*

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 1]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 2]

### **Week 2: Foundational Theories: Part I [Astin, Chickering, & Kolb]**

*What are the key theories in student development? And what key assumptions do such theories make about the field, with respect to student demographics, institutional types, and involvement? In what ways are these theories inclusive of diverse student populations and institutional types? How have such theories influenced the way in which the student development as a field has evolved?*

Astin, A.W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 4]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 8]

**Week 3: Foundational Theories: Part II [Baxter-Magolda, Kohlberg, & Perry]**

*What are the key theories in student development? And what key assumptions do such theories make about the field, with respect to student demographics, institutional types, and involvement? In what ways are these theories inclusive of diverse student populations and institutional types? How have such theories influenced the way in which the student development as a field has evolved?*

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 5]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 6]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 10]

Pizzolato, J.E. (2003). Developing self-authorship: Exploring the experiences of high risk college students. *Journal of College Student Development*, 44(6), 797-812.

**Week 4: Racial Identity Development [Students of Color]**

*What role does race play in identity development for students of color? What connections do these models/theories have with foundational theories? How have such theories influenced the way in which the student development as a field has evolved?*

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York: New York University Press [Chapter 1]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 14]

Hurtado, S., Milem, J.F., Clayton-Pederson, A.R., & Allen, W.R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *Review of Higher Education*, 21(3), 279-302.

Yosso, T.J. (2005). Whose culture has capital? A critical race discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-82

**Recommended Readings**

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 15]

**Week 5: Racial Identity Development [White and Multiracial Students]**

*What role does race play in White students' identity development? What role does race play in multiracial identity development? What connections do these models/theories have with foundational theories? How have such theories influenced the way in which the student development as a field has evolved?*

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 13]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college:*

*Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 16]

Gallagher, C.A. (1997). White racial formation: Into the 21<sup>st</sup> century. In R. Delgado, and J. Stefancic (Eds.), *Critical White studies: Looking behind the mirror (pp.6-11)*. Temple, PA: Temple University Press.

Renn, K.A. (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development*, 44(3), 383-403.

### **Week 6: Methods for Engaging Identity Development**

*What methods allow for accessing and engaging students' developmental knowledge? What are the ways in which SU engages in student development theory and practice?*

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Sage Publications: Ch. 9, p. 173-201.

Seattle University Division of Student Development (2010, August). Annual Report 2009-2010: A Planning and Assessment Document. Seattle University: Seattle, WA.

Tinto, V. (1988). The stages of student departure: Reflections on the longitudinal character of student leaving. *Journal of Higher Education*, 59(4), 438-455.

Whitt, E.J., Nesheim, B.E., Guentzel, M.J., Kellogg, A.H. (2008). The principles of good practice for academic and student affairs partnership programs. *Journal of College Student Development*, 49(3), 235-249.

### **Recommended Readings**

Thornton, C.H., & Jaeger, A.J. (2008). The role of culture in institutional and individual approaches to civic responsibility at research universities. *Journal of Higher Education*, 79(2), 160-182.

### **Week 7: Gender and Sexual Identity Development**

*What role does gender and sexual orientation play in students' identity development? What connections do these models/theories have with foundational theories? How have such theories influenced the way in which the student development as a field has evolved?*

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 17]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 18]

Saenz, V.B., & Ponjuan, L. (2009). The vanishing Latino male in higher education. *Journal of Hispanic Higher Education*, 8(1), 54-89.

Stevens, R.A. (2004). Understanding gay identity development in the college environment. *Journal of College Student Development*, 45(2), 185-206.

### **Recommended Readings**

Abes, E.A. (2009). Theoretical borderlands: Using multiple theoretical perspectives to challenge inequitable power structures in student development theory. *Journal of College Student Development*, 50(2), 141-156.

### **Week 8: Group Project**

McClellan, G.S., & Stringer, J. (Eds.) (2009). *The handbook of student affairs administration (3rd edition)*. San Francisco, CA: Jossey-Bass. [Chapter 8]

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 14]

**Week 9: Faith and Spirituality Identity Development**

*What role does faith and spirituality play in students' identity development? What connections do these models/theories have with foundational theories? How have such theories influenced the way in which the student development as a field has evolved?*

Astin, A.W., & Astin, H.S. (2010). Exploring and nurturing the spiritual life of college students. *Journal of College and Character, 11*(3), 1-9.

Bryant, A.S. (2008). Assessing contexts and practices for engaging students' spirituality. *Journal of College and Character, X*(2), 1-5.

Evans, N. J., Forney, D. S., & Guido, F. (2010). *Student development in college: Theory, research, and practice (2<sup>nd</sup> edition)*. San Francisco, CA: Jossey-Bass. [Chapter 11]

Gear, M.R., Krumrei, E.J., & Pargament, K.I. (2009). Development of a spiritually-sensitive intervention for students experiencing spiritual struggles: Winding Road. *Journal of College and Character, X*(4), 1-4.

Rogers, J.L., & Love, P. (2007). Graduate student constructions of spirituality in preparation programs. *Journal of College Student Development, 48*(6), 689-705.

**Week 10: Transition Development and Contemporary Issues**

*What role do transitions play in students' identity development? In particular, how do students' negotiate their multiple identities in the community college to 4-year transfer process? What connections do these models/theories have with foundational theories? How have such theories influenced the way in which the student development as a field has evolved?*

Townsend, B.K., & Wilson, K. (2006). "A hand hold for a little bit": Factors facilitating the success of community college transfer students to a large research university. *Journal of College Student Development, 47*(4), 439-456.

Wawrzynski, M.R., & Sedlacek, L.E. (2003). Race and gender differences in the transfer student experience. *Journal of College Student Development, 44*(4), 489-501.

**Finals Week: Theory to Practice and Future Directions**

*Using student development theory as a guide, what are some ways in which the SU student development community can engage in the SU Youth Initiative? Given the evolving nature of student development theory, where do we go from here? How can we continue to provide inclusive college environments that embrace diversity and social justice?*

Pope, R.L., Mueller, J.A., & Reynolds, A.L. (2009). Looking back and moving forward: Future directions for diversity research in student affairs. *Journal of College Student Development, 50*(6), 640-658.

**SCHEDULE OF ACTIVITIES & ASSIGNMENTS**

All assignments to be uploaded onto Angel before class begins. Please note: This is a tentative schedule that is subject to change

	Date	Topic	Required Readings [# of pgs]	Assignments Due PR= Peer Review Copy to Class	Assignments Returned
1	Mar. 29 [Work Day]	Intro to Stu. Dev Theory	Evans Ch. 1 (Historical Perspectives) p. 5-21 [16] Evans Ch. 2 (Theory→Practice) p.22-40 [18]		
2	Apr 5	<b>Foundational Theories: I</b>	<b>Evans Ch. 4 (Chickering) p. 64-81 [17]</b> <b>Evans Ch. 8 (Kolb) p. 136-152 [16]</b> <b>Astin JCSD p.518-29 [11]</b>	<b>Autoethnography Theory Matrices (PR) (Chickering,Kolb.Astin)</b>	
3	Apr 12	Foundational Theories: II [Guest Panel SUYI Fall '10]	Evans Ch. 5 (Perry) p.82-98 [16] Evans Ch. 6 (Kohlberg) p.99-118 [19] Evans Ch. 10 (Baxter-Magolda) p.176-193 [17] Pizzolato JCSD p.797-811 [14]	Theory Matrices & Paper #1 (Perry.Kohlberg.Baxter-Magolda) Lit Review: 5 sources	Autoethnography
4	Apr 19	<b>Racial Identity Dev.: Students of Color</b>	<b>Evans Ch. 14 (Race) p.252-270 [18]</b> <b>Yosso Race p.69-81 [12]</b> <b>Delgado p.1-12 [11]</b> <b>Hurtado Review p.279-295 [16]</b>	<b>Theory Matrices &amp; Paper #2 (2 Race.Delgado) Group Presentation #1*</b> Lit Review: 5 sources	<b>Theory Paper #1</b>
5	Apr 26	Racial Identity Dev.: White& Multi Racial Students	Evans Ch. 13 (Social Id) p.233-251 [18] Evans Ch. 16 (Multiracial) p.288-304 [16] Renn JCSD p.383-401 [18] Gallagher CWS p.6-10 [4]	Theory Matrices & Paper #3 (Multiracial.Renn.Gallagher) <b>Group Presentation #2*</b> Lit Review: 5 sources	
6	May 3	<b>Methods for Engaging Identity [Guest Speaker SD]</b>	<b>Creswell p. 173-201 [28]</b> <b>Student Dev. Annual Report 2009-10 p. 1-35 [34]</b> <b>Tinto, 438-453 [15]</b> <b>Whitt, p 135-145 [10]</b>	<b>Literature Review</b>	<b>Theory Paper #2</b>
7	May 10	Gender and Sexual Identity Dev.	Evans Ch. 18 (Gender) p. 327-346 [19] Evans Ch. 17 (Sexual) p.305-326 [21] Stevens JCSD p. 185-206 [21] Saenz JHHE p.54-73 [19]	Theory Matrices & Paper #4 (Tinto.Gender.Sexual) Group Presentation #3*	Theory Paper #3
8	May 17 [Work Day]	<b>Group Project</b>	<b>McClellan and Stringer Ch. 8</b> <b>Evans Ch. 12 (Schlossberg) p.212-226 [14]</b>	<b>Interview Transcription Due by Sat, May 21 @ 11:59pm</b>	<b>Theory Paper #4</b>
9	May 24	Faith& Spirituality Identity Dev. [Guest Panel]	Evans Ch. 11 (Faith & Spirituality) p.194-211 [17] Rogers & Love JCSD p.689-704 [15] Astin JCC p.1-9 [8] Bryant JCC p.1-5 [4] Gear JCC p.1-4 [3]	Group Presentation #4* Theory Matrices #5 (Schlossberg. 2 Faith/Spirituality)	Lit Review
10	May 31	<b>Transition Development &amp; Contemporary Issues</b>	<b>Townsend JCSD p.439-456 [17]</b> <b>Wawrzynski JCSD p. 489-501 [12]</b>	<b>Final Presentation</b>	
F	June 7	<b>Theory to Practice &amp; Future Directions</b>	<b>Pope JCSD p. 640-658 [18]</b>	<b>Final Paper</b>	

\*Students will present in only one of these time slots with their assigned group\*