# Course Description

Theories of student development in the higher education settings are explored across a variety of developmental domains (intellectual, academic, personality, social, emotional, career, and moral) in this course. Emphasis is placed on an in-depth examination and analysis of the characteristics, attitudes, values, beliefs, risks, and expectations of undergraduate traditional and nontraditional higher-education students, including the developmental needs of these students. Campus environments (social, educational, on-campus, online, etc.) effects on student learning and development will also be addressed. **Prerequisite: CNS 505 or permission of the Program Director**

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PL01:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PL02:** Exhibit a strong, consistent counseling disposition. (ULO1, 3, 4, 5)
* **PL03:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards, as applicable to each student’s concentration area. (ULO1, 2, 3, 4, 5)
* **PL04:** Demonstrate a multicultural sensitivity, knowledge, and competency. (ULO1, 3, 5)
* **PL05:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practices. (ULO2, 3, 4)
* **PL06:** Use evidence-based intervention and assessment techniques. (ULO2, 4)
* **PL07:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PL08:** Engage in lifelong learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Articulate an understanding of the significant models of student development for traditional and nontraditional students (i.e.,

psychosocial and identity models, cognitive structural theories, typology theories, person-environment theories, and other applicable theories).

* **CLO2:** Recognize, appraise, and employ developmental models in terms of understanding traditional and nontraditional student attitudes,

values, career choice/development, and the development of verbal, quantitative, and subject-matter competence.

* **CLO3:** Identify and employ the characteristics of optimal campus and online environments for positive student development.
* **CLO4:** Articulate the relationship between positive higher education experiences and long-term developmental outcomes for students.

**Competencies and Outcomes Addressed**

**CACREP Regulations** (College Counseling and Student Affairs):

* **1-b**: Foundations: student development theories relevant to student learning and personal, career, and identity development
* **1-c:** Foundations: organizational, management, and leadership theories relevant in higher education settings
* **2-c:** Contextual Dimensions: roles of college counselors and student affairs professionals in collaborating with personnel from other

educational settings to facilitate college and postsecondary transitions

* **2-j:** Contextual Dimensions: the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career

opportunities in higher education

* **2-k:** Contextual Dimensions: influence of learning styles and other personal characteristics on learning
* **2-n:** Contextual Dimensions: higher education resources to improve student learning, personal growth, professional identity development, and

mental health

* **3-a:** Practice: collaboration within the higher education community to develop programs and interventions to promote the academic, social,

and career success of individuals in higher education settings

* **3-b:** Practice: strategies to assist individuals in higher education settings with personal/social development

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

**Self-Disclosure:** As is common in most graduate Counseling courses, there will be opportunities in this class to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in the online exercises and during the residency. You are in charge of monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be used with discretion and specific to course content and discussion. It should not detract from the lesson plan or normal group process related to course learning. Although this course may be therapeutic for some students, it is not intended to serve the purpose of therapy.

**Student Distress:** If any of our class topics trigger past trauma or present distress for you, please reach out to a helping professional for support. I will be happy to give you a referral as needed, just ask.

**Confidentiality:** Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Please practice discretion at all times. Caution: Descriptions may reveal more than names do. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts.

# Required Course Materials

Patton, L. D., Renn, K. A., Guido, F. M., Quaye, S. J., & Evans, N. J. (2016). *Student development in college: Theory, research, and practice* (3rd ed.).New York, NY: Wiley. ISBN (hard bound): 978-1-118-82181-7 ISBN (eBook): 978-1-118-82179-4

**Supplemental**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615 (softcover); ISBN: 9781433813757 (eBook)

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Icebreaker Activity | 20 |  |
| Discussion: Goals for Professional Practice | 20 |  |
| Journal: Reflections on College Development | 30 |  |
| Week 1 Chapter Response Paper | 60 |  |
| **Week 2** |  |  |
| Discussion: Self-Concept and Identity | 20 |  |
| Journal: Reflections on Sanford | 30 |  |
| Week 2 Chapter Response Paper | 60 |  |
| Submission: Action Research Proposal Topic | 10 |  |
| **Week 3** |  |  |
| Discussion: Transgender on Campus Case Study | 20 |  |
| Discussion: Picture This | 20 |  |
| Week 3 Chapter Response Paper | 60 |  |
| Submission: Introduction Section (Draft) of Action Research Proposal | 15 |  |
| **Week 4** |  |  |
| Peer Review 1: Introduction Section (Draft) of Action Research Proposal | 15 |  |
| Discussion: Veterans Support | 20 |  |
| Journal: Reflections on Social Class | 30 |  |
| Week 4 Chapter Response Paper | 60 |  |
| Submission: Literature Review Section (Draft) of Action Research Proposal | 15 |  |
| **Week 5** |  |  |
| Peer Review#2: Literature Review Section (Draft) of Action Research Proposal | 15 |  |
| Discussion: Psychosocial Development Diagram | 20 |  |
| Week 5 Chapter Response Paper | 60 |  |
| Submission: Methodology Section (Draft) of Action Research Proposal | 15 |  |
| **Week 6** |  |  |
| Peer Review 3: Methodology Section - Action Research Proposal | 15 |  |
| Discussion: Promoting Self-Authorship | 20 |  |
| Journal: Reflections on Moral Development | 30 |  |
| Week 6 Chapter Response Paper | 60 |  |
| **Week 7** |  |  |
| Discussion: Theories Reflection | 20 |  |
| Discussion: Future Directions | 20 |  |
| Student Development Paper | 100 |  |
| Action Research Proposal | 120 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93 -100 |
| A- | 90 – 92 |
| B+ | 87 – 89 |
| B | 83 – 86 |
| B- | 80 – 82 |
| C+ | 77 – 79 |
| C | 73 – 76 |
| C- | 70 – 72 |
| D+ | 67 – 69 |
| D | 63 – 66 |
| D- | 60 – 62 |
| F | 59 |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

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| --- | --- | --- | --- |
| Week One: Understanding and Using Student Development Theory | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare paradigms and models of student development theory. | | CLO1 | |
| * 1. Develop a plan to mitigate the challenges involved in applying student development theory. | | CLO3 | |
| 1. Explain the effects of environment on college student development. | | CLO3, CLO4 | |
| * 1. Evaluate the impact that students’ college career experiences have on their values, career choices and personal development. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Class discussion occurs through your discussion board posts and feedback to each other and the class instructor. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. (EST) of the listed due date.  By the conclusion of each week, Sunday at 11:59 p.m. (EST), you will have engaged with the professor and class in a substantive discussion. You must meet all expectations of the post and engage in discussion with your classmates by makingasubstantive comment of 100 to 150 words to the required number of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback.  It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the following resources:   * [RISE Model for Peer Feedback](https://static1.squarespace.com/static/502c5d7e24aca01df4766eb3/t/582ca64415d5db470077cce7/1479321157165/RISE_info-peer.pdf) * Discussion Boards section in CNS 509 Course Assignment Grading Guidelines/Rubrics | | Course | N/A |
| **Statements about Confidentiality, Self-Disclosure and Student Distress**  **Self-Disclosure:** As is common in most graduate Counseling courses, there will be opportunities in this class to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in the online exercises and during the residency. You are in charge of monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be used with discretion and specific to course content and discussion. It should not detract from the lesson plan or normal group process related to course learning. Although this course may be therapeutic for some students, it is not intended to serve the purpose of therapy.  **Student Distress:** If any of our class topics trigger past trauma or present distress for you, please reach out to a helping professional for support. I will be happy to give you a referral as needed, just ask.  **Confidentiality:** Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Please practice discretion at all times. Caution: Descriptions may reveal more than names do. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts.  **Post**an acknowledgment that you have read and understand the above statements. | | Course | N/A |
| **Readings**  **Read** Ch. 1–3 of *Student Development in College.*  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 1 | Readings =  **1 hour** |
| **SafeAssign**  During this course, you will submit two of your assignments through SafeAssign. SafeAssign generates an originality report that compares your submission to existing sources. You and your instructor will be able to view the reports created by SafeAssign. For additional support in submitting SafeAssign assignments and viewing originality reports, read this Blackboard Help document on [SafeAssign](https://help.blackboard.com/Learn/Student/Assignments/Assignments_Using_SafeAssign/Submit_SafeAssignments). | | N/A | N/A |
| **Assignment Preparation: Action Research Proposal**  **Resource:** CNS 509 Course Assignment Grading Guidelines/Rubrics  Throughout this course, you will work on developing an action research proposal. This project provides a forum through which you can inquire about and apply the contexts of college student development.  Taking the form of action research (research that seeks to solve an immediate problem or issue), this paper will provide structured opportunities for identifying relevant problems that currently exist in student development, relating these to existing literature, and designing a research study design that would propose viable solutions to the stated problems.  Possible research topics include the following:   |  |  | | --- | --- | | * LGBTQ awareness/resources | * multicultural resources | | * financial aid/affordability | * wellness programming | | * mental health services | * resources for students supporting families | | * addiction treatment & support | * support for student athletes |   You will not be carrying out the research proposed in this paper; this is a research proposal paper that outlines a study but does not go as far as to collect the data. Therefore, the scope and context of your proposal is yours to design.  The proposal should include the following elements:   * Title page * Abstract * Introduction (2–3 pages)   + Statement of the problem (including literature about the problem) and its significance   + Purpose of the study   + The research question and subquestions   + Definitions of related terms * Literature Review (4–5 pages)    + Introduction (research question and themes in the literature)   + Literature review of themes (at least 8 primary sources)   + Research hypothesis (tentative answer that addresses all questions or themes) * Methodology (3–4 pages)    + Role of the researcher   + Population and sampling strategies   + Data collection procedures   + Ethical issues, limitations, and assumptions   + Possible outcomes * References * Appendices (if needed)   Proposals should be well-organized and coherent, with strong focus, content, organization, style, and mechanics. You are expected to demonstrate competency in writing, revising, and editing throughout the writing process.  **Formatting:**  The paper should be a minimum 12 pages, not including title, abstract, and reference pages. The paper must conform to the APA Publication Manual guidelines (typed, 1-inch margins, 12-point font, double-spaced, use of citations, etc.). Accuracy of references and cited sources will be checked to ensure academic integrity.  A minimum of 8 references from professional journals and/or books must be cited. Material from websites (except databases containing professional journals or articles) and lay organizations is not acceptable.  Information submitted previously in other courses will not be accepted.  Each section of the proposal will be submitted as a rough draft for the instructor and a small group of your classmates to review and provide feedback. The final version of the Action Research Proposal is due at the end of Week Seven.  **Important Dates**  Research Topic – due on Thursday of Week 2  Introduction section to instructor – due Sunday of Week 3  Peer Review of Introduction section – due on Wednesday of Week 4  Literature Review section to instructor – due on Sunday of Week 4  Peer Review of Literature Review section – due on Wednesday of Week 5  Methodology section to instructor – due on Sunday of Week 5  Peer Review of Methodology section – due on Wednesday of Week 6  Smarthinking Submission of Action Research Proposal – due on Thursday of Week 7  Action Research Proposal final submission – due on Sunday of Week 7 | | 7.5 | N/A |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Icebreaker Activity**  Welcome to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates by Sunday 11:59 p.m. (EST).  **Post** images along with short descriptions that represent your life, career, your interests and hobbies, and your professional goals. Be sure to address what interests you most about counseling and student affairs.  **Post** a link to your Padlet wall by Thursday 11:59 p.m. (EST).  *Note*: For a tutorial on how to create a Padlet wall, view the “Creating a Padlet Wall” video located at <https://vimeo.com/78189277> [3:13]. For a tutorial on how to post to your Padlet wall, view the “Padlet Tutorial” video located at <https://vimeo.com/71431014> [2:38].  **Review** your classmates’ introductions and **respond** to at least 3 of your classmates’ posts. Let everyone know that you heard them and that you have a better understanding of who they are. | | Course | Introduction post and share = **1 hour** |
| **Discussion: Goals for Professional Practice**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * What about student development theory do you most want to learn? What approaches will you use to facilitate your learning? * Clearly articulate the challenges involved in applying student development theory and how you plan to overcome them in your current or future profession.     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Reflections on Student Development**  **Reflect** on your own college experience and its impact on your life today.  **Write** an entry addressing the following:   * What or who influenced your choice of undergraduate college? * What were the characteristics of your undergraduate institution—public, private, religious, size, location, institutional and student values, resident or commuter campus, type of students, interests or activities, etc.    + How did these influence your development? * Consider what key experiences or people during your college career impacted your values, career choice, or personal development. * Consider any major social or political events that influenced your development during college, as well as how these may have impacted you, your campus, and your peers. * What developmental outcomes did you strive to achieve in college?   **Submit** your journal entry by Sunday 11:59 p.m. (EST). | | 1.1, 1.4 | Journal: one private post = **1 hour** |
| **Week 1 Chapter Response Papers**  **Write** a 700- to 1,050-word response for each of the following discussion questions:   * Ch. 1   + What are the four questions that frame student development theory, and how are they useful today?   + How are student development and student learning connected? How do they differ? Give examples. * Ch. 2   + Choose a topic about college students that interests you. Now frame this topic (i.e., epistemology, ontology, and methodology) within each of the three paradigms (i.e. positivist/post-positivist, constructivist, and critical/cultural paradigms). How would you study that topic based upon your selected paradigm? What questions would you ask? How would you go about collecting data?   + How do content and process models promote more in-depth understanding of college student development? What are some strengths and weaknesses of these models? * Ch. 3   + As student affairs educators, what is our role in extending and strengthening the use of student development theory in higher education?   + How will you address the cautions for applying student development theory in your own work? Be specific.   All responses should be compiled into a single Word document. There is no need to include title or reference pages.  **Submit** the paper by Sunday 11:59 p.m. (EST). | | 1.1, 1.2, 1.3, 1.4 | Response Paper = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then use those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had on the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Social Identity – Overview; Racial and Ethnicity Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the concepts of social identity. | | CLO1 | |
| * 1. Analyze aspects of racial, cultural, and ethnic identity development in college students. | | CLO1, CLO2 | |
| * 1. Apply Sanford’s theory of student development to your college experience. | | CLO1, CLO2 | |
| * 1. Identify current issues in college student development for further research. | | CLO3, CLO4 | |
| * 1. Determine how being a “Distinctive Mercy Graduate” is aligned with support college student development. | | ULO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings & Videos**  **Read** the following:   * Ch. 4–6 of *Student Development in College* * “[Can there ever be too much challenge and support?”](http://ruthsterner.wordpress.com/2008/07/15/can-there-ever-be-too-much-challenge-and-support/) * “Challenging College Students to Learn in Campus Cultures of Comfort, Convenience and Complacency” * Gwynedd Mercy University [History & Heritage](file:///Users/danielle/Dropbox/1.%20SYNERGIS/1.%20COURSES/CNS%20509%20College%20Counseling%20and%20Student%20Affairs%20-%20at%20editors%20-%2011.01.18/•%09https:/www.gmercyu.edu/about-gmercyu/history-heritage) * [Gwynedd Mercy University Mission, Core Values, and Statement of Beliefs](https://www.gmercyu.edu/about-gmercyu/mission)   **View** the following:   * [Self concept, self identity, and social identity](https://www.youtube.com/watch?v=PaA0mLVQd3k) [9:38]   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 2 | Readings = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Self-Concept and Identity**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Why do social identities matter in higher education and college student development? * What kind of support do you think college students may need in exploring these areas of development? Provide examples. * How will being a Distinctive Mercy Graduate help you to support college student development in a higher-education setting?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 2.1, 2.5, ULO5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Reflections on Sanford**  Sanford (1967) proposed two new insights about the process of development: cycles of differentiation and integration, and balancing support and challenge (both continue to be influential in addressing student development). Sanford developed his theory for student development based on a balance of challenge and support for students. Too much support with too little challenge creates a comfortable environment for the student, where little development is possible. However, too little support with too much challenge makes development an impossible and negative experience. He proposed three developmental conditions—readiness, challenge, and support—and stated that students cannot exhibit certain behaviors until they are ready.  **Write** an entry on Sanford’s theory for student development and how it applies to your own experience in college. Cite specific examples and how they apply to Sanford’s theory.  **Submit** your entry in the Reflections on Sanford Journal by Sunday 11:59 p.m. (EST). | | 2.3 | Journal: one private post = **1 hour** |
| **Week 2 Chapter Response Paper**  **Write** a 700- to 1,050-word response for each of the following discussion questions:   * Ch. 4   + How would you explain the concepts of oppression and privilege to a group of undergraduate  students?   + What forms of privilege and oppression do you experience? What key steps will you take to become aware of how they shape your interactions with students as you work to create environments that facilitate development? * Ch. 5   + Describe the five sectors of Cross and Fhagen-Smith’s Model of Black Identity Development and its relevance for Black students on your campus.   + What is the role of student affairs educators in enhancing the identity development of White students and encouraging students’ reflection on their White privilege?   + Outline steps academic and student affairs educators can take to make your campus more welcoming for students who want to explore their racial and/or mixed-race identity(ies). * Ch. 6   + Describe the characteristics of ethnic identity and what makes it different from but related to racial identity.   + Think about your own ethnic heritage group(s). How did you learn about this ethnicity? What does it mean to you to be a member(s) of this (these) groups?   + What does or can an institution do to support students’ ethnic identity development on campus? Use examples.   All responses should be compiled into a single Word document. There is no need to include title or reference pages.  **Submit** the paper by Sunday 11:59 p.m. (EST). | | 2.1, 2.2 | Response Paper = **1 hour** |
| **Submission: Action Research Proposal Topic**  In choosing the topic for your Action Research Proposal, consider some of the more pressing issues facing college student development today.  **Reflect** on your college experiences and your knowledge of today’s college experience.   * Where would you have benefitted from greater programming, support, or resources? * What supports are missing? * In what areas do students need advocacy from student affairs professionals? How could your research proposal make a positive change?   **Submit** the proposed topic for your Action Research Proposal by Thursday 11:59 p.m. (EST) for the instructor’s review and approval.  *Note:* If there is a problem with the topic or activity, the instructor will notify you by Sunday 11:59 p.m. (EST).  See the Action Research Paper section in the CNS 509 Course Assignment Grading Guidelines/Rubrics document for more details. | | 2.4, 7.5 | Library research /Guided Project = **1.5 hour** |
| **Total** |  |  | **5.5 hours** |

# Faculty Notes

**Course Setup**

**Small Group Discussion: Action Research Proposal Peer Review Assignments:**

During Weeks Three through Six, students will be assigned a different section of the proposal to write and submit for peer review by a few of their classmates. By Monday of Week Two, you will need to divide the class participants into small groups of 3–4 students.

The following assignments will follow the small group discussion format:

* Peer Review #1: Introduction Section of Action Research Proposal (submitted in Week 3, but graded in Week 4)
* Peer Review #3: Literature Review Section of Action Research Proposal (submitted in Week 4, but graded in Week 5)
* Peer Review #4: Methodology Section of Action Research Proposal (submitted in Week 5, but graded in Week 6)

Directions: This assignment can be set up in one of two ways:

**Option 1:** Use the existing discussion board setup and post an instructor announcement providing the student groupings and explaining that students should review the posted proposal sections from their groupmates’ and provide feedback.

* Grading Note: The Action Research Proposal Introduction is submitted to the discussion board in Week 3. The peer review portion of this assignment occurs in Week 4. The grading column for this assignment is labeled *Peer Review 1: Introduction Section – Action Research Proposal* and is graded in Week 4.

**Option 2:** You can use the Groups feature in Blackboard, in which case you will need to create groups and add the discussion forum within the Groups page. In Week 2, you will need to create the student groups in the Groups page, set up the discussion forums within each group, and then create a link to the Groups page in Week 3. For help [setting up the small groups in Blackboard](https://blackboardhelp.usc.edu/working-with-groups/creating-group-sets/), view [Blackboard Learn Quick Hit Video: Groups Management](https://www.youtube.com/watch?v=tzt2HTlr68c).

* Grading Note: The Action Research Proposal Overview Peer Review is submitted to the discussion board in Week 3. The peer review portion of this assignment occurs in Week 4. There will be multiple grading columns for this assignment based on the number of groups created: one column for each group. The grading columns will be labeled *Peer Review 1: Introduction Section – Action Research Proposal*. Grading for this assignment will occur in Week 4.

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| Week Three: Social Identity – Sexual, Gender, and Faith Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze aspects of sexual, gender, and faith identity development in college students. | | CLO1, CLO2 | |
| * 1. Identify programming interventions that support transgender college students. | | CLO2, CLO3, CLO4 | |
| * 1. Explain the responsibility that higher-education institutions have with regard to supporting college students’ religious and spiritual development. | | CLO2, CLO3, CLO4 | |
| * 1. Develop the problem statement and research questions related to a current issue in college student development for the Action Research Proposal. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 7–9 of *Student Development in College*   **View** the following:   * “[Being Trans in College](https://www.youtube.com/watch?v=ifX5lmiPYJM)” (10:51)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 3 | Readings = **1 hour** |
| **Assignment Prep: Peer Review for Action Research Proposal**  In Weeks 3, 4, & 5, you will be submitting sections of your Action Research Proposal to a small group for peer review. The instructor will divide the class into small groups so that you can review each other’s papers and provide constructive feedback. You will be notified which group you belong to at the beginning of the week.  Dates related to the Peer Reviews   * Introduction section submitted to Peer Review Group – due Sunday of Week 3 * Peer Review of Introduction section – due on Wednesday of Week 4 * Literature Review section submitted to Peer Review Group – due on Sunday of Week 4 * Peer Review of Literature Review section – due on Wednesday of Week 5 * Methodology section submitted to Peer Review Group – due on Sunday of Week 5 * Peer Review of Methodology section – due on Wednesday of Week 6 | | 7.5 | Library research /Guided Project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Transgender on Campus Case Study**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What did you learn from Jack about transgender identity in this video? What questions did he answer? What questions might you still have for a transgender college student in his or her first semester? * What other development-related issues or questions might arise for Jack, his dormmates or classmates, or professors or staff members at his college? * As a student affairs professional, what trainings or resources would you need to investigate to be professionally equipped to support transgender students on campus?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Picture This**  **Draw** a visual representation (i.e., Venn diagram) that provides information about the various identities (racial, ethnic, sexual, gender, spirituality, and religion) studied thus far, and that indicates how spirituality and religion intersect. Provide examples from your life or from the lives of students you know or have known.  **Scan** (if needed) and **post** your graphic in the Picture This discussion forum by 11:59 PM (EST) on Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST).  Note: This assignment requires a minimum of three 3 feedback posts along with comments to classmates’ posts to you. | | 2.2, 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 3 Chapter Response Paper**  **Write** a 700- to 1,050-word response for each of the following discussion questions:   * Ch. 7   + What were the characteristics of early models of minoritized sexual identities (that is, lesbian, gay, and bisexual identities)? Why did researchers believe a unifying model was necessary?   + What programs, services, interventions, or environmental cues could you employ to work with students with different sexual identities at different identity statuses? * Ch. 8   + What are the differences among sex, gender, and sexual identities? How do these identities interact within an individual’s experience?   + How do other identities such as race, ethnicity, or social class interact with students’ gender identities? For example, how might students’ understanding of acceptable expressions of masculinity and femininity differ across other identities? * Ch. 9   + Discuss empirically derived definitions of spirituality, belief, faith, and religion. Compare and contrast these definitions.   + What are ways in which institutions of higher education, public and private, can support the religious and spiritual development of such diverse U.S. college students? How does your institution enhance the religious spiritual development of students?   All responses should be compiled into a single Word document. There is no need to include title or reference pages.  **Submit** the paper by Sunday 11:59 p.m. (EST). | | 3.1, 3.3 | Response Paper = **1 hour** |
| **Introduction Section – Action Research Proposal**  **Resource:**   * CNS 509 Sample Student Paper   This week, you will be working on the Introduction section of your Action Research Proposal.  **View** the following videos:   * [What is action research?](https://youtu.be/Ov3F3pdhNkk) [2:24]: Pay particular attention to the section of Phase 1. Remember, you are only completing the planning phase for this assignment. * [Developing a Research Question](https://youtu.be/1oJNO6PYZe4) by Laurier Library [6:25] * [Developing a Research Question](https://youtu.be/LWLYCYeCFak) by Steely Library NKU [4:33]   **Review** the Sample Student Paper as a reference for formatting and expectations.  **Create** a framework for the reader that outlines why this issue is worth studying. Consider the following:   * What is the context of the problem? Why do you think it deserves attention and advocacy in higher education? * Give the problem appropriate detail and support by including thorough background information, statistics, facts, and any other supportive information you can find (citing appropriately in APA).   **Write** the Introduction section (at least 2–3 pages) of your Action Research Proposal. The following details should be included:   * Statement of the problem (including literature about the problem) and its significance * Purpose of the study * The research question and subquestions   *Note:* Your research question is what you want to know by proposing this research study. This open-ended question usually begins with “how” or “what,” rather than a question that could be answered with yes/no or one word. It is possible that following your primary research question, you may have one or even two smaller subquestions you also want to ask. These are not required, but if they are necessary to ask to find answers to your problem, then include them in this section of the paper.   * Definitions of related terms   **Provide** enough detail to give the reader an accurate sense of the problem in its context. Remember that you will not be carrying out this research; this is a proposed research study. | | 3.4, 7.5 | Library research /Guided Project = **1 hour** |
| **Submission of Introduction Section of Action Research Proposal to Peer Review Group**  **Submit** the draft of your introduction section to the Peer Review 1 discussion forum by Sunday 11:59 PM (EST). | | N/A | N/A |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Submission of Introduction Section of Action Research Proposal**

This week students will be submitting a draft of the introduction section of their Action Research Proposal to the instructor and to a peer review discussion board. Instructors should grade and provide feedback on the draft as part of the Week 3 grading.

The peer review portion of this assignment is due in Week 4. Instructors should grade and provide feedback on the peer review discussion board as part of the Week 4 grading.

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| Week Four: Social Identity – Disabilities, Social Class, and Emerging Perspectives | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the impact of disabilities, social class, and other emerging perspectives (digital experiences, national experiences, feminist experiences, student veteran experiences, and student athlete experiences) on college student identity development. | | CLO1, CLO2 | |
| * 1. Interpret how an understanding about disability identity, social class, and other emerging perspectives impact the role and responsibility of various student affairs professionals. | | CLO2, CLO3 | |
| * 1. Explain the challenges associated with supporting student veterans. | | CLO1, CLO2, CLO3 | |
| * 1. Select evidence-based interventions that support veterans. | | CLO2, CLO3 | |
| * 1. Analyze the impact of social class on development. | | CLO1, CLO2 | |
| * 1. Explain the responsibility that higher-education institutions have with regard to supporting learners from all digital generations. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Examine scholarly research related to student development for inclusion in the action research proposal literature review. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 10–12 of *Student Development in College* * [Supporting Programs Help Veterans Finish College](https://www.usatoday.com/story/college/2017/03/09/support-programs-help-military-veterans-finish-college/37427341/)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 4 | Readings = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Peer Review 1: Introduction of Action Research Proposal**  **Watch** [Peer Review: Commenting Strategies](https://www.youtube.com/watch?v=GlSCMx9-fGA&t=11s) [5:04].  **Review** each of your groupmates’ Introduction sections, and **post** substantial feedback, critiques, and suggestions for improvement to each groupmate by Wednesday 11:59 PM (EST).  *Note:* This review should go beyond general editing feedback. It should not be focused solely on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application given the proposed project. | | 7.5 | Project Peer Review Feedback = **2 hours** |
| **Discussion: Veterans Support**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are the challenging aspects of supporting this student population? * How would you incorporate veterans support into the work you do or want to do in student affairs? * What has been demonstrated as effective in supporting these students? How could you contribute to these kinds of programs and resources?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 4.3, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Reflections on Social Class**  **Reflect** on your social class roots.  **Write** an entry that examines your social class roots and addresses the following questions:   * How do your social class roots resonate with the theories discussed in the assigned chapters this week? * What social class aspirations for the future do you hold for yourself and your students?   **Submit** the entry to the Reflections on Social Class Journal by Sunday 11:59 p.m. (EST). | | 4.5 | Journal: one private post = **1 hour** |
| **Week 4 Chapter Response Paper**  **Write** a 700- to 1,050-word response for each of the following discussion questions:   * Ch. 10   + How are disabilities constructed in society, and how can such constructions minoritize certain students and affect their holistic development?   + How does an understanding of disability identity development facilitate the work of student affairs professionals in different contexts? (for example, residence life, admissions, academic advising, orientation, multicultural affairs). * Ch. 11   + Discuss what the increasing literature on college students and social class is revealing about the college experience. How can these issues be addressed at your institution (or where you went to college) in and out of the classroom?   + Social class is rarely discussed in public in the United States and US higher education. How would you facilitate a program to shatter the myths around social class and discuss this difficult topic to increase understanding among colleagues and students? * Ch. 12   + What should student affairs and other postsecondary educators consider in creating environments for learning and development that include students from different digital generations? How can higher education be inclusive of learners from all digital generations?   All responses should be compiled into a single Word document. There is no need to include title or reference pages.  **Submit** the paper by Sunday 11:59 p.m. (EST). | | 4.1, 4.2, 4.5, 4.6 | Response Paper = **1 hour** |
| **Literature Review Section for Action Research Proposal**  This week, you will be working on the Literature Review section of your Action Research Proposal.  **View** the following videos:   * [Literature Reviews: An Overview for Graduate Students](https://youtu.be/t2d7y_r65HU)   **Review** the following:   * CNS 509 Sample Student Paper * Literature Review handout   For the Literature Review section, you are providing a synthesis of the literature you collected related to your topic and research question.  **Write** a brief literature review (4–5 pages) that begins by restating your research question, uncovers 2–3 themes found in your sources, and then offers a tentative answer and summary of what has been found. The following details should be Included:   * Introduction (research question and themes in the literature) * Literature review of themes (at least 8 primary sources) * Research hypothesis (tentative answer that address all questions or themes)   A minimum of 8 scholarly sources is required.  **Submit** the draft of your Literature Review section by Sunday 11:59 p.m. (EST). | | 4.7, 7.5 | Library research /Guided Project = **1.5 hour** |
| **Submission of Literature Review Section of Action Research Proposal to Peer Review Group**  **Submit** the draft of your Literature Review section to the Peer Review 2 discussion forum by Sunday 11:59 p.m. (EST). | | N/A | N/A |
| **Total** |  |  | **7.5 hours** |

# Faculty Notes

**Submission of Literature Review Section of Action Research Proposal**

This week students will be submitting a draft of the Literature Review section of their Action Research Proposal to the instructor and to a peer review discussion board. Instructors should grade and provide feedback on the draft as part of the Week 4 grading.

The peer review portion of this assignment is due in Week 5. Instructors should grade and provide feedback on the peer review discussion board as part of the Week 5 grading.

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| Week Five: Psychosocial, Epistemological, and Cognitive Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between psychosocial development theories as they apply to the college student. | | CLO1 | |
| * 1. Compare theories of cognitive development as they apply to the college student. | | CLO1 | |
| * 1. Interpret how psychosocial theory is affected by the diversity of today’s college students. | | CLO1, CLO2 | |
| * 1. Apply theories of psychosocial and cognitive development as they relate to college students. | | CLO1, CLO2 | |
| * 1. Explain how cognitive development theory can be used to increase student self-awareness and intellectual pursuits. | | CLO1, CLO3 | |
| * 1. Develop the research methodology used in the action research proposal. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 13 & 14 of *Student Development in College*   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 5 | Readings = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Peer Review 2: Literature Review Section of Action Research Proposal**    **Review** each of your groupmates’ Literature Review section of the Action Research Proposal, and **post** substantial feedback, critiques, and suggestions for improvement to each groupmate by Wednesday 11:59 p.m. (EST).  *Note:* This review should go beyond general editing feedback; it should not be focused solely on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application given the proposed project. | | 7.5 | Project Peer Review Feedback = **2 hours** |
| **Discussion:** **Psychosocial Development Diagram**  **Outline** the differences and commonalities between the theories of psychosocial development (Erikson, Marcia, Josselson, and Chickering).  **Create** a Venn diagram that visually portrays the relationship between the four theories.  **Scan** your diagram.  **Consider** each theory, and **discuss** your own development in college within each. Provide specific examples to support your answers.  **Submit** your diagram and response by Thursday 11:59 p.m. (EST).  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 5 Chapter Response Papers**  **Write** a 700- to 1,050-word response for each of the following discussion questions:   * Ch. 13   + The fifth stage of Erikson’s theory is “identity vs. identity diffusion” and individuals ask, “Who am I?” Reflecting on your own college experiences, identify two or three experiences that prompted you to ask, “Who am I?”   + Many of the psychosocial identity models in this chapter were developed several decades ago. Given today’s higher education environment, how might Erikson’s, Marcia’s, Johnson’s, and Chickering’s work be expanded?   + How could psychosocial theories be more inclusive of the diversity of today’s college students – in terms of race, ethnicity, socioeconomic class, immigrant status, sexual orientation, and gender identity? * Ch. 14   + Discuss the patterns and themes you can identify in the three theories presented in this chapter and how you might move students in one stage or level to the next stage or level.   + Think of your own cognitive development in the college classroom. What about these three theories resonates most strongly with your experience? Provide examples.   All responses should be compiled into a single Word document. There is no need to include title or reference pages.  **Submit** the paper by Sunday 11:59 p.m. (EST). | | 5.2, 5.3, 5.4, 5.5 | Response Paper = **1 hour** |
| **Methodology Section for Action Research Proposal**  This week, you will be working on the Methodology section of your Action Research Proposal.  Because this is a proposed methodology, you should write in the future tense.  **Write** the Methodology section (3–4 pages) that proposes how you would design a study to get to the answer of your research questions. The following details should be included:   * Role of the researcher: This is your personal role in why you are interested in studying the problem or topic. Explain why this is personal, your interest, and what you would be able to gain professionally from carrying out this research, should you do it someday Be clear and detailed, and provide examples. This is where you get to state why you are proposing this topic and what it means to you. * Population and sampling strategies: Explain who the population is for this study, as well as how you would collect the participants for each of the data collection procedures. * Data collection procedures: Outline how you would collect the data for your study (surveys, interviews, document analysis, observations, focus groups, etc.). You want to use at least 2–3 data collection strategies. Be as clear and detailed as possible so that the reader could replicate your study. * Ethical issues, limitations, and assumptions: Consider all the possible ethical issues that could arise in conducting your study. What are the assumptions you are making? What are the limitations of your study as you have designed it? * Possible outcomes: Provide a brief summary of some of the possible outcomes that could emerge from your study, should they be carried out, as well as how these could change or influence the problem for the better.   **Submit** the draft of your Methodology section by Sunday 11:59 p.m. (EST). | | 5.6, 7.5 | Library research /Guided Project = **1 hour** |
| **Submission of Methodology Section of Action Research Proposal to Peer Review Group**  **Submit** the draft of your Methodology section to the Peer Review 3 discussion forum by Sunday 11:59 p.m. (EST). | | N/A | N/A |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Submission of Methodology Section of Action Research Proposal**

This week students will be submitting a draft of the Methodology section of their Action Research Proposal to the instructor and to a peer review discussion board. Instructors should grade and provide feedback on the draft as part of the Week 5 grading.

The peer review portion of this assignment is due in Week 6. Instructors should grade and provide feedback on the peer review discussion board as part of the Week 6 grading.

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| Week Six: Moral Development and Self-Authorship | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| 1. Apply theories of moral development as they relate to college students. | | CLO1, CLO2 | |
| 1. Evaluate the effect of race, gender, sexuality, religion, disability, and class on moral development. | | CLO1 | |
| 1. Describe the components of a student affairs program that promote self-authorship. | | CLO3, CLO (4) | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 15 & 16 of *Student Development in College*   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 6 | Readings = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Peer Review 3: Methodology Section of Action Research Proposal**    **Review** each of your groupmates’ Methodology section of the Action Research Proposal, and **post** substantial feedback, critiques, and suggestions for improvement to each groupmate by Wednesday 11:59 p.m. (EST).  *Note:* This review should go beyond general editing feedback; it should not be focused solely on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application given the proposed project. | |  | Project Peer Review Feedback = **2 hours** |
| **Discussion: Promoting Self-Authorship**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Identify a population or specific group of students. * Describe the components of a program you would design to specifically cater to their development of self-authorship.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 6 Chapter Response Paper**  **Write** a 700- to 1,050-word response for each of the following discussion questions:   * Ch. 15   + Gilligan noted that women’s decision-making processes appeared different from men’s. Identify a student you know/have known who is facing a moral dilemma. Using Gilligan’s theory as a model, describe how this student might decide, using a care orientation.   + Think about moral development through a lens of privilege and oppression. Provide examples of how issues related to moral development in college can affect populations minoritized by their race, gender, sexuality, religion, disability, and class. * Ch. 16   + Think about a key development issue in college that would facilitate self-authorship. What kinds of interactions might occur across the development of each dimension (intrapersonal, interpersonal, epistemological) of self-authorship?   + Baxter Magolda and many others use metaphors of journey – including crossroads, milestones, good company for the trip – to describe self-authorship development. Evidence shows that the process is not necessarily linear. In what other ways can you describe the process?   All responses should be compiled into a single Word document. There is no need to include title or reference pages.  **Submit** the paper by Sunday 11:59 p.m. (EST). | | 6.1, 6.2, 6.3 | Response Paper = **1 hour** |
| **Journal: Reflections on Moral Development**  **Write** an entry that addresses the following prompts:   * Describe a moral development dilemma a student might face in college. * Apply Kohlberg’s three levels of moral development to explain the student’s journey through the dilemma. Include what the student’s decisions might look like at each level or stage.   **Submit** the entry by Sunday 11:59 p.m. (EST). | | 6.1 | Journal: one private post = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Seven: Theory to Practice | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| 1. Develop a theoretical orientation. | | CLO1 | |
| 1. Identify the limitations of current student development theory. | | CLO1 | |
| 1. Evaluate your responsibility as an emerging professional in addressing the limitation of student development theory. | | CLO3 | |
| 1. Apply the theories of development and learning to one’s own developmental journey. | | CLO2 | |
| 1. Evaluate how to integrate research findings into professional practice. | | CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 17 & 18 of *Student Development in College*   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Week 7 | Readings = **1 hour** |
| **Smarthinking**  The Action Research Proposal assignment this week requires you to submit the assignment to Smarthinking for review by a writing tutor. In preparation for this assignment, complete the following:   * Review the Quick Start Guide and the Student Handbook. * Watch [Smarthinking Introduction](https://www.youtube.com/watch?v=wpvWfPhstQM) (1:49). | | N/A | Materials review: **.5 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion: Course Closing**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | All Course Objectives | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Theories Reflection**    **Reflect** on the various theories covered in this course.  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Identify 2–3 theories that are aligned to the student affairs area you wish to work in as an emerging professional. * Explain how these specific theories are the most useful or applicable in the work you do or want to do in the field.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST). | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Future Directions**  **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are some of the limitations of current student development theory? * What is your responsibility to address them as you apply theory in your work environment and potential future research?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday 11:59 p.m. (EST). | | 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Student Development Paper**  **Reflect** on your college experience and its impact on your life today. You may want to review your response from the Week 1 Reflections on Student Development Journal.  **Choose** a minimum of 5 applicable theories from the text that connect with your personal development experiences during college.    **Write** a minimum 2,100-word paper (not including the title, abstract, and references pages) that discusses the developmental stage, level, or vector you feel you were going through during college, and relate these to your decision-making processes and outcomes for each of the selected theories.  Your paper should clearly demonstrate appropriate links between the chosen theories and your personal developmental process as a college student. You do not need to review each theory in your paper; just apply them to your experiences to demonstrate your grasp of how to utilize them.  **Format** your paper according to APA requirements.  **Submit** your paper by Sunday 11:59 PM (EST). | | 7.4 | Reflection Paper = **1 hour** |
| **Action Research Proposal Paper (Final Draft)**  **Resource:** CNS 509 Course Assignment Grading Guidelines/Rubrics  **Watch** [Top Ten Practical and Common Mistakes When Writing a Research Paper](https://cloud.ensemblevideo.com/hapi/v1/contents/permalinks/Pa59Fjo8/view) (4:01).  **Format** your paper according to APA guidelines.  **Review** the feedback received from the peer review discussions in Weeks Four through Six, and **make** any appropriate changes to your proposal.  **Edit** the final version, as needed.  **Submit** your proposal to Smarthinking for writing review by Thursday.  **Take** a screenshot of your submission, as you will submit this screenshot with your final paper.  **Review** the Smarthinking feedback, and **make** changes as appropriate to your paper.  **Submit** your Action Research Proposal Paper and Smarthinking screenshot by Sunday 11:59 PM (EST). | | 7.5 | Research and Guided Project = **1.5 hours** |
| **Total** |  |  | **6** |

# Breakdown of Academic Instructional Equivalencies

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| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5.0 |
| Supplemental | 1.0 |
| **Week 2** |  |
| Required | 5.5 |
| Supplemental | - |
| **Week 3** |  |
| Required | 6.0 |
| Supplemental | - |
| **Week 4** |  |
| Required | 7.5 |
| Supplemental | - |
| **Week 5** |  |
| Required | 6.0 |
| Supplemental | - |
| **Week 6** |  |
| Required | 6.0 |
| Supplemental | - |
| **Week 7** |  |
| Required | 6 |
| Supplemental | 1.0 |
|  |  |
| **Total Required Hours** | 42.0 |
| **Total Supplemental Hours** | 2.0 |
| **Total Hours** | 44.0 |