

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# SAHE501

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## Course Summary

**Course :** SAHE501 **Title :** Student Development Theory

**Length of Course :** 8 **Faculty :**

**Prerequisites :** SAHE510 **Credit Hours :** 3

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## Description

### Course Description:

Student Development Theory is a course focused on the principles and key concepts of working with traditional and nontraditional students in college settings. This course will examine the developmental processes that impact college students, student development theories, and development of effective programs to meet their various learning, personal, career, and identity development needs. (Prerequisites: SAHE510)

### Course Scope:

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## Objectives

1. Summarize principles of student development and the effect on life, education, and career choices (CACREP 5-E 1d)
  2. Apply student development theories relevant to student learning and personal, career, and identity development (CACREP 5-E 1b)
  3. Develop programs to promote academic, social, and career success of diverse college students (CACREP 5-E 3a).
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## Outline

### Week 1: Introduction to Student Development Theory

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#### Learning Outcomes

- Explain student development theory and its history, while devising an integrative approach to implementation

#### Required Readings

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). [\*Student development in college : theory,\*](#)

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[research, and practice](#). (Chapters 1-3)

Assignments

Discussion #1

Recommended Optional Reading

Recommended Media

## Week 2: Psychosocial Theories

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Learning Outcomes

- Analyze theories and models that describe the development of college student and the conditions and practices that facilitate holistic development.

Required Readings

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). [Student development in college : theory, research, and practice](#). (Chapter 13)

Morales, A. (2016). [Schlossberg's transition theory: a framework for evaluating student-veterans' transition to higher education institutions \[Data set\]](#). University of Southern California Digital Library (USC.DL).

Assignments

Discussion #2

Assignment: Psychosocial Theories and the College Student

Recommended Optional Reading

Recommended Media

## Week 3: Racial and Ethnic Identity Theories

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Learning Outcomes

- Examine how race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, dis/ability, and religious belief can influence development during the college years.
- Identify the strengths and limitations in applying existing theories and models to varying student demographic groups.
- Create inclusive, socially-just, and welcoming campus communities that promote deep learning and foster student success.

Required Readings

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). [Student development in college : theory, research, and practice](#). (Chapters 4-6)

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41(4), 405-414.

Hernandez, E. (2016). [Utilizing critical race theory to examine Race/Ethnicity, racism, and power in student development theory and research](#). *Journal of College Student Development*, 57(2), 168-180.

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

status, and new approaches. *Journal of College Student Development*, 50(6), 577-596.

## Assignments

### Discussion #3

Recommended Optional Reading

Recommended Media

## **Week 4: Psychosocial: Gender Identity and Sexual Orientation Identity**

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### Learning Outcomes

- Explain how race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, dis/ability, and religious belief can influence development during the college years.
- Identify the strengths and limitations in applying existing theories and models to varying student demographic groups.
- Critique prevailing theory for improved unit, division, or campus practice.

### Required Readings

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). [\*Student development in college : theory, research, and practice\*](#). (Chapter 7-12)

## Assignments

### Discussion #4

Recommended Optional Reading

Recommended Media

## **Week 5: Cognitive Theories**

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### Learning Outcomes

- Justify using learning theory to create learning opportunities.
- Identify and take advantage of opportunities for curriculum and program development to encourage continual learning and developmental growth.
- Construct effective programs, lesson plans, and syllabi.
- Construct learning outcomes for both daily practice as well as teaching and training activities.

### Required Readings

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). [\*Student development in college : theory, research, and practice\*](#). (Chapter 14 & 15)

Taylor, K. B. (2016). Diverse and critical perspectives on cognitive development theory. *New Directions for Student Services*, 2016 (154), 29-41.

Learning Reconsidered: A Campus-Wide Focus on the Student Experience (Jan. 2004)

The Student Learning Imperative: Implications for Student Affairs

## Assignments

### Discussion #5

## Assignment: Cognitive Theory to Practice Paper

Recommended Optional Reading  
Recommended Media

### Week 6: Typology Theories

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#### Learning Outcomes

- Explain theories and models that describe the development of college students and the conditions and practices that facilitate holistic development (e.g. learning, psychosocial and identity development, cognitive-structural, typological, environmental, and moral)

#### Required Readings

Lancaster, D., DeVore, S., Bishop, R., Gay, P., & Lawler, S. (2014). [Using Psychosocial Development Theory and Personality Typology in Identifying At-Risk Characteristics of College Honors Students](#). ProQuest Dissertations Publishing.

#### Assignments

##### Discussion #6

Recommended Optional Reading  
Recommended Media

### Week 7: Person Environment Theories

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#### Learning Outcomes

- Explain one's own developmental journey in relation to formal theories.
- Identify one's own informal theories of student development and how they can be informed by formal theories to enhance work with students.
- Translate theory to diverse audiences and use it effectively to enhance understanding of the work of student affairs.
- Use theory-to-practice models to inform individual or unit practice

#### Required Readings

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). [Student development in college : theory, research, and practice](#). (Chapter 16-17)

Winkle-Wagner, R. (2012). Self, college experiences, and society: Rethinking the theoretical foundations of student development theory. *College of Student Affairs Journal*, 30(2), 45- 60.

#### Assignments

##### Discussion #7

Assignment: Mock Student Organization Proposal

Recommended Optional Reading  
Recommended Media

### Week 8: College Impact Models

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## Learning Outcomes

- Identify dominant perspective present in some models of student learning and development.
- Critique the dominant group perspective present in some models of student learning and development and modify for use in practice.
- Provide alternative models that explore student learning and development from an inclusive paradigm.

## Required Readings

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). [\*Student development in college : theory, research, and practice\*](#). (Chapter 18)

Abes, E. S. (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.

Van Vlack Bruckner, L. J. (2014). Using student development theory to enhance the educational experience in student conduct: Perspectives of student conduct practitioners at four-year institutions (doctoral dissertation). University of South Dakota, ProQuest Dissertations Publishing, 3629675.

## Assignments

### Discussion #8

Recommended Optional Reading

Recommended Media

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## Evaluation

### Grading:

Name	Grade %
Discussions	25.00 %
Discussion One	3.13 %
Discussion Two	3.13 %
Discussion Three	3.13 %
Discussion Four	3.13 %
Discussion Five	3.13 %
Discussion Six	3.13 %
Discussion Seven	3.13 %
Discussion Eight	3.13 %
Assignments	75.00 %
Assignment 1: Week 2 Psychosocial Theories and the College Student	18.75 %
Assignment 2: Week 5 Cognitive Theory to Practice Paper	18.75 %
Assignment 3: Week 7 Mock Student Organization Proposal	37.50 %

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# Materials

**Book Title:** Various resources from the APUS Library & the Open Web are used. Please visit [eReserve](#) to locate the course.\*

**Author:**

**Publication Info:**

**ISBN:** ERESERVE NOTE

**Book Title:** Student Development in College: Theory, Research, and Practice, 3rd ed. (Ebook available through the APUS Online Library)

**Author:** Patton, Renn, Guido, Quaye, Evans, and Forney

**Publication Info:** Wiley

**ISBN:** 9781118821817

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## Course Guidelines

### Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See [APA Style](#) and [APA Style Tutorial](#).

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

### Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

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## **University Policies**

### **[Student Handbook](#)**

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.