Course Change Request

Date Submitted: 01/26/18 9:31 am

Viewing: EDAD 669 : The College Student

Last edit: 02/02/18 10:28 am
Changes proposed by: ksmith

Catalog Pages referencing this course
- Department of Educational Administration and Human Resource Development
- EDAD - Educational Administration

Programs referencing this course
- CERT-CLTE: College Teaching - Certificate

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

- Other

Explain other rationale

Seeking approval to be allowed to teach this course in a non-traditional format.

Course prefix     EDAD  Course number  669
Department         Educ Admin & Human Resource Dev
College/School     Education & Human Development
Academic Level     Graduate
Academic Level (alternate) Undergraduate
Effective term     2018-2019

Complete Course Title
The College Student

Abbreviated Course Title
COLLEGE STUDENT

Catalog course description
Nature, needs and characteristics of American college students; developmental tasks, peer group relations and impact of college environment on student development. Research from behavioral sciences.

Prerequisites and Restrictions

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings  No  Crosslisted With
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

All of the learning outcomes are met during this course. Below are the learning outcomes and descriptions of how they are met through the course.

Upon completion of this course, students should be able to:
1. Demonstrate, in prepared papers and class discussion, a thorough understanding of recent research and theories of college student development.
   • During every class the students will have an opportunity to discuss recent research and theories of college student development. Class discussions are designed to provide students with an opportunity to demonstrate their understanding of these topics.
   • Students will lead discussions requiring them to demonstrate enhanced understanding of the topics.
   • Two assignments are designed to provide an opportunity for students to demonstrate their understanding of research and theories.
2. Apply college student development theory to their own professional interests through both assignments and class discussions.
   • Two assignments are designed to provide an opportunity for students apply college student development to their personal experiences and professional interests.
   • Students’ professional interests and real world examples will be integrated into class discussions.
3. Develop an awareness of the student identity development process.
   • Readings, videos, case studies, class discussion, and personal reflection will be used to increase students’ awareness of the student identity development process.
4. Effectively apply student development theory to understand individual students.
   • Through case studies and a personal analysis of their own developmental journey, students will have an opportunity to apply student development theory.
5. Analyze strengths and limitations of select student development theories.
   • Through the readings and class discussions the strengths and limitations will be analyzed.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

In order to meet the course hour requirements multiple forms of instruction and student engagement will be utilized. Students will have 11 in-person class sessions with 33 hours of face-to-face instruction. Students will also engage in 3 online class sessions with materials designed to provide 3 hours/session of interaction with the course material. The online class sessions will include engagement with course materials, peers, and the instructor. In addition to the formal class sessions, numerous readings and videos supplement the face-to-face instruction. For example, students will be required to watch at least 5 Higher Ed Live webcasts, featuring experts in the field of Higher Education. Each webcast is an hour.

Will this course be taught as a distance

Yes No
education course?

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Is 100% of this course going to be taught in Texas?

Will classroom space be needed for this course?

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
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<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MS-EDAD) Master of Science in Educational Administration</td>
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</table>

Course Syllabus

Syllabus:

Upload syllabus

Upload syllabus

EDAD 699 syllabus.pdf

Letters of support or other documentation

No

Additional information

Reviewer Comments

Reported to state?

No
Course title and number: EDAD 669: The College Student
Term: Summer 2017
Meeting times and location: May 9 – 12, 14 – 19, 21 - 24; 4:00 pm – 7:00 pm, Harrington 569
*classes will be online (May 12, 16, 19)

Course Description

NASPA and ACPA (2015) have identified a set of professional competencies for student affairs professionals. Student Learning and Development is one of the 10 competency areas and this course supports students’ development in this area. This course examines characteristics of today’s American college students, major student development theories applicable to the higher education environment, and research on the wide variety of students attending higher education in the United States today. The course will provide a general introduction to student development theory and applicable theories in the field. It will also provide specific practice in applying selected student development theories to issues that arise as higher education professionals working with students.

Learning Outcomes

Upon completion of this course, students should be able to:

1. demonstrate, in prepared papers and class discussion, a thorough understanding of recent research and theories of college student development;
2. apply college student development theory to their own professional interests through both assignments and class discussions;
3. develop an awareness of the student identity development process.
4. effectively apply student development theory to understand individual students.
5. analyze strengths and limitations of select student development theories.

Instructor Information

Instructor: Dr. Krista Bailey
Telephone: 979.845.4762 (office)
Email: kristabailey@tamu.edu
Office hours: Tuesday and Thursday, 2:00 – 4:00 pm
Office location: Harrington Tower 557

Textbook and/or Resource Material

Required:

Patton, L.D., Renn, K., Guido, F. M., & Quaye, S. J. (2016). Student development in college: Theory,
Several episodes of Higher Ed Live will support the reading and discussion. The webcasts are listed on the class schedule with assigned readings. The webcasts can be viewed on [http://higheredlive.com](http://higheredlive.com) or listened to as a podcast through Apple iTunes, [http://higheredlive.com/podcasts/](http://higheredlive.com/podcasts/).

**NOTE:** Additional journal articles and other assigned readings may supplement the text and will be posted in eCampus.

**Course Expectations and Evaluation**

**Instructional Method and Class Engagement**

The class will be delivered through a hybrid format, including both in-person and online components. As adult learners, you should expect to play an active role in your own learning by exploring and reflecting on course content, consistently engaging with your classmates and the instructor, and by following the course schedule, preparing in advance for the activities each day.

Engagement consists of active listening, contributions to the discussion and civil discourse. A hallmark of the college classroom is the opportunity to engage with others who have different thoughts and opinions. I expect that you challenge one another with a high ethic of care and respect for the individual. My goal is to have a classroom that is a supportive and affirming space for all students.
Class activities will include student-led discussions, engagement in and reflection about external learning activities, academic research and writing related to theories and your specific development experiences, peer review, and audio-visual materials. There will be activities that involve physical movement, if you have any concerns with this please visit with the professor. Our goal will be to generate to deep discussions of concepts and engagement with the material and to clarify, supplement, and analyze materials for application.

There may be instances when information shared during class will not be kept confidential. Texas A&M University System Policy requires that “any employee who experiences, observes, or becomes aware of illegal discrimination, sexual harassment, and/or related retaliation must promptly report the incident(s). A student and third party should also promptly report the incident(s).” To the extent possible, information shared will be limited to those with a need to know.

Refrain from using your cell phone, texting, or emailing during class. Surfing the web/ checking email/ etc. in class not appropriate because it does not allow you to be an engaged participant.

**Attendance**

Since this is during the May intersession, the course is condensed, and every class time is critical and it is necessary for you to attend. If you need to miss class, you need to notify me in advance and are responsible for the material and everything that is covered, distributed, or announced during class. Missing class may result in a deduction of attendance and participation points (see attendance policy). You will also be asked to complete coursework and engage with your classmates outside of in-person class time.

**Late Work**

Assignments are due via email by the start of class on the day the assignment is due. Late assignments will only be accepted with PRIOR approval. Please ASK for an extension. I reserve the right to deny an extension. If late work is accepted there may be a deduction of points.

**Academic Writing**

Communicating effectively in writing is an important component of graduate education. Papers and citations should be submitted in APA style (6th edition). Utilize your classmates to review papers prior to submitting them for feedback. The University Writing Center (writingcenter.tamu.edu) is another available resource.

Grading of written assignments:

- An “A” paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, and is well-written and generally free from errors (typographical, grammatical, etc.).
- A “B” paper is good. It has some weaknesses in one of more of these areas but is well done overall. A “B” is a perfectly reasonable grade in graduate school.
- Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not represent quality, graduate level performance. A grade below “C” should be considered unacceptable graduate level performance.

**Assignment Information** (additional details attached)

1. **Class Attendance and Participation**
Please refer to the class schedule for reading assignments. Each student is expected to read and be prepared to participate in class discussion (both in person and online classes) on the topic for each class session. As a condensed course, attendance at each class meeting is even more critical.

2. Discussion Facilitation
   Students will work with classmates to develop discussion questions to lead the class in a meaningful dialogue related to the course content for the day. Students will select dates to lead discussion on the first day of class.

3. Personal Development Reflection and Critical Analysis
   Students will reflect on their own development during their undergraduate years. They will critically analyze their own development throughout the course of the class based on the different developmental theories.

4. Current Development Issue Theory Application
   Select a current issue college students are facing. Review the literature to fully understand the issue and identify what student development theories could be used to address the issue. Develop a recommendation report for addressing the issue (no more than 10 pages). Prepare a 15-minute presentation, providing an overview of the issue and the recommended interventions.

Evaluation

1. Preparation and quality of in-class participation 10% 10 points
2. Discussion Facilitation 15% 15 points
3. Personal Development Reflection and Critical Analysis 30% 30 points
5. Current Issue Theory Application Presentation 20% 20 points

Total Points Possible 100 points

Grade Determination
   A = 100 – 90
   B = 89 – 80
   C = 79 – 70
   D = 69 – 60
   F = 59 & below
The following table indicates the topics, readings, and other assignments for each class session during the semester. Modification to this listing may be made from time to time, and I will make sure to let you know as soon as possible.

The syllabus may be changed or adapted throughout class.

*Indicates class will be online.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Class Materials</th>
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<tbody>
<tr>
<td>May 9</td>
<td>Class Introduction and Overview</td>
<td>Patton – Part I and Chapters 1</td>
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<td>Higher Ed Live: Student Development in College</td>
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<td>May 10</td>
<td>Understanding and Using Student Development Theory</td>
<td>Patton – Chapter 2 and 3</td>
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<td>Reason &amp; Kimball (2012)</td>
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<td>May 11</td>
<td>Social Identity Development</td>
<td>Patton – Part II, Chapter 4</td>
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<td></td>
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<td>Jones &amp; Stewart (2016)</td>
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<tr>
<td>May 12*</td>
<td>Online Class – Personal Development Reflection Discussions and Discussion Facilitation Planning</td>
<td>Value of self-reflection video in eCampus.</td>
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<tr>
<td>May 14</td>
<td>Racial Identity Development</td>
<td>Patton – Chapter 5</td>
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<td>Videos in eCampus</td>
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<td>Nadal, Wong, Griffin, Davidoff &amp; Sriken (2014) Discussion Facilitation 1</td>
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<td></td>
<td>Personal Development Reflection #1 Due</td>
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<tr>
<td>May 15</td>
<td>Ethnic Identity Development and Acculturation</td>
<td>Patton – Chapter 6</td>
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<td>Johnston-Guerrero (2016)</td>
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<td>Discussion Facilitation 2</td>
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<tr>
<td>May 16*</td>
<td>Online Class - Sexual Identity Development</td>
<td>Patton – Chapter 7</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>May 17</td>
<td>Gender and Gender Identity Development</td>
<td>Patton – Chapter 8&lt;br&gt;<em><em>Higher Ed Live: Trans</em> Students</em>*</td>
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<td></td>
<td>Development of Faith and Spirituality</td>
<td>Patton – Chapters 9 – 10&lt;br&gt;<strong>Higher Ed Live: Reframing Disability Identity on Campus</strong>&lt;br&gt;<strong>Discussion Facilitation 3</strong></td>
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<td>Disability Identities and Identity Development</td>
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<tr>
<td>May 18</td>
<td>Social Class and Identity&lt;br&gt;Emerging Theoretical Perspectives</td>
<td>Patton – Chapters 11 – 12&lt;br&gt;<strong>Higher Ed Live: Digital Identity Development</strong>&lt;br&gt;Martin (2015)&lt;br&gt;<strong>Discussion Facilitation 4</strong></td>
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<td>May 19*</td>
<td>Online Class – Personal Development Reflection Discussions</td>
<td><strong>Higher Ed Live: Implicit Bias &amp; Inclusive Language</strong></td>
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<td>May 21</td>
<td>Psychosocial Identity Development&lt;br&gt;Epistemological and Intellectual Identity Development</td>
<td>Patton – Part III, Chapter 13, 14&lt;br&gt;Taylor (2016)&lt;br&gt;<strong>Personal Development Reflection #2 Due</strong>&lt;br&gt;<strong>Discussion Facilitation 5</strong></td>
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<tr>
<td>May 22</td>
<td>Moral Development&lt;br&gt;Development of Self-Authorship</td>
<td>Patton – Chapters 15, 16&lt;br&gt;Baxter Magolda &amp; King (2007)</td>
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<tr>
<td>May 23</td>
<td>Review and Reflection of Theory to Practice&lt;br&gt;Personal Development Discussions</td>
<td>Patton – Chapters 17, 18</td>
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<tr>
<td>May 24</td>
<td>Current Development Issue Presentations</td>
<td><strong>Administrative Presentations Due</strong>&lt;br&gt;Administration Report and Personal Development Reflection #3 Due Monday, May 28</td>
</tr>
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*Online Class*
**Notices and Important Information**

**Americans with Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Faculty Senate Statement on Plagiarism and Aggie Code of Honor**
Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

> “An Aggie does not lie, cheat, or steal nor tolerate those who do.”

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M students toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20, which can be found on line at [http://student-rules.tamu.edu](http://student-rules.tamu.edu). Any suspected instances of scholastic dishonestly will be investigated and resolved according to the procedures outlined by the Aggie Honor System Office ([http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)).

**Sexual Harassment**
Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3111, or visit student rules at http://student-rules.tamu.edu/rule47 for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

**Attendance Policy**

“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.”

**Make-up Policy:** If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor.

The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university can be found in Student Rule 7 (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

**Course Design**

The design and development of this course was influenced by similar courses. The courses that influenced the design of this course are listed below:

Adapted from Haynes Davison, C. (Fall, 2016). [EDAD 669: The College Student, Texas A&M University.]
Adapted from Dugan, J. D. (Spring, 2008). [ELPS: 433: Student Development in Higher Education, Loyola University Chicago.] Retrieved from ACPA Syllabus Clearinghouse, Washington, DC. - See more at: http://www.myacpa.org/syllabus-clearinghouse-0#sthash.QJf4UmKU.dpuf

Adapted from Peck Parrott, K. (Summer, 2010). [EDAD 669: The College Student, Texas A&M University.]
Personal Development Reflection and Critical Analysis

1. **Purpose**
   Patton, Renn, Guido and Quaye (2016) suggested that students who have taken the time to evaluate their own developmental journey have a solid foundation to learn student development theory. Students will be paired with another student and will engage in multiple discussions about their developmental journey throughout the course. Students will have an opportunity to explore their undergraduate development experience and critically analyze it based on the theories learned through the course.

2. **Process**
   Each reflection will include a discussion with a partner and a written paper.

   **Personal Development Reflection 1** – write your own developmental experience based on your undergraduate experience. This should be a narrative of your experience.
   - Partners will share their development experience with one another and engage in a meaningful discussion. The discussion should be thorough, with one another asking questions to further understand the other’s developmental journey.
   - The purpose of the discussion is to critically examine the developmental experience and should be at least 1 hour/per student.
   - A discussion guide will be provided in eCampus to provide suggested questions to guide the conversations.
   - A short summary of the discussion will be posted to eCampus.

   **Personal Development Reflection 2** – analyze your developmental journal through the lens of at least one student development theory that has been covered in class.
   - Partners will share their analysis with one another and engage in a meaningful discussion.
   - The purpose of the discussion is to critically analysis one another’s developmental journey through the lens of the theories learned in class, providing an opportunity to apply theory to practice and should be at least 1 hour/per student.
   - A discussion guide will be provided in eCampus to provide suggested questions to guide the conversations.
   - A short summary of the discussion will be posted to eCampus.
   - The written analysis should be no more than 5 pages and should include the following:
     o Brief description of the theory
     o Describe how/why your development resonated with that theory
     o Provide specific examples that demonstrate your development with that theory

   **Personal Development Reflection 3** – analyze your developmental journal through the lens of at least one student development theory that has been covered in class.
   - Partners will share their analysis with one another and engage in a meaningful discussion.
   - The purpose of the discussion is to critically analysis one another’s developmental journey through the lens of the theories learned in class, providing an opportunity to apply theory to practice and should be at least 1 hour/per student.
- A discussion guide will be provided in eCampus to provide suggested questions to guide the conversations.
- A short summary of the discussion will be posted to eCampus.
- The written analysis should be no more than 5 pages and should include the following:
  o Brief description of the theory
  o Describe how/why your development resonated with that theory
  o Provide specific examples that demonstrate your development with that theory

3. **Outcome**
The students will have 3 discussions with their partners, each partnership will upload a summary of their discussion to eCampus, and the student will submit 3 papers (1/reflection) related to the analysis of their personal development.

Each paper will be worth 10 points, totally 30 points or 30% of the students’ grade.
Discussion Facilitation

1. **Purpose**
   This assignment is intended to give you the opportunity to work with classmates to lead the class in a meaningful discussion about the readings for the day. You will demonstrate critical thinking and facilitation skills.

2. **Process**
   a. Select a group on the first day of class and select a date to facilitate the class discussion.
   
   b. Identify at least one additional resource related to the topic to inform your discussion facilitation. The resource can be an article, book chapter, podcast, etc.
   
   c. Prepare a set of questions to lead class discussion. The discussion should be at least 30 minutes and should allow the students to demonstrate higher ordered thinking (Bloom’s Taxonomy).

3. **Outcome**
   You and your group will facilitate class discussion based on the questions you have prepared in advance. You will be evaluated on the questions you have prepared and your facilitation of the discussion, encouraging your classmates to demonstrate higher ordered thinking according to Bloom’s Taxonomy.

This assignment is worth 15 points or 15% of the student’s overall grade.

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**Bloom’s Taxonomy**

1. **Remember**
   - Recall facts and basic concepts
     - Define, duplicate, list, memorize, repeat, state

2. **Understand**
   - Explain ideas or concepts
     - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
   - Use information in new situations
     - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

3. **Apply**
   - Draw connections among ideas
     - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
   - Use information in new situations
     - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

4. **Analyze**
   - Evaluate
     - Appraise, argue, defend, judge, select, support, value, critique, weigh
   - Explain ideas or concepts
     - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

5. **Evaluate**
   - Justify a stand or decision
     - Appraise, argue, defend, judge, select, support, value, critique, weigh
   - Draw connections among ideas
     - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

6. **Create**
   - Produce new or original work
     - Design, assemble, construct, conjecture, develop, formulate, author, investigate
1. **Purpose**
   The purpose of this assignment is for you to identify and learn about a current development issue facing college students. You will identify an issue, research the issue, and apply student development theory to recommend an approach/intervention/programming to assist colleges and universities with the issue. Through this assignment, you should develop your writing and presentation skills.

2. **Process**
   a. Select a current development issue facing college students. The issue could be something that you are currently dealing with in your work environment, or an issue that you anticipate dealing with when you graduate. Submit the issue for approval on Thursday, May 10.

   b. Conduct a brief literature review on the current issue and give special attention to developmental issues. Your review should be comprehensive, though not necessarily exhaustive. You should have a good understanding of the development issue.

   c. Based on the findings from the literature review, select student development theories that could be used to address the issue. Write a report (intended for a higher education administrator) that outlines the issue and recommends interventions based on student development theory.

3. **Outcome**
   The outcome of this assignment has two components, a presentation and an administrative report.

   **Presentation**
   The presentation should take the form of an administrative briefing, no more than 15 minutes. The purpose of the briefing is to educate the administration on the issue and the possible interventions that could help support student development based on student development theory. The following components should be included in the presentation:
   - Introduction to the intended audience (for example, if you aspire to be a faculty member, your audience may be faculty).
   - Overview of the current development issue studied including a brief review of the findings from your literature review.
   - Recommendations for your intended audience based on the information you learned. Why should your audience be interested in the issue you studied and what do they need to know to successfully serve and develop students facing this issue? What programs/trainings/service/interventions should be implemented to most effectively aid students facing this issue?
The presentation will be worth 20 points or 20% of your overall grade.

*Administrative Report*

Prepare a report (intended for a higher education administrator) that outlines the issue and recommends interventions based on student development theory. The report should include the following:

- Overview of the current development issue studied based on the research and literature review.
- Recommendations for your intended audience based on the information you learned. Why should your audience be interested in the issue you studied and what do they need to know to successfully serve and develop students facing this issue? What programs/trainings/service/interventions should be implemented to most effectively aid students facing this issue?

Feel free to be creative in preparing your report. When writing for administrators it is important to be thorough and concise. You could use infographics, tables, etc. to share your information. The report should be no more than 10 pages. As always, your paper should follow APA format, and points will be deducted for spelling and grammar errors.

This assignment is worth 25 points or 25% of the student’s overall grade.