

Student Development in College: Theory, Research, and Practice

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THE ESSENTIAL STUDENT DEVELOPMENT REFERENCE, UPDATED WITH CUTTING-EDGE THEORY AND PRACTICE

Student Development in College is the go-to resource for student affairs, and is considered a key reference for those most committed to conscious and intentional student affairs practice. This third edition includes new chapters on social class, disability, and emerging identity theories, with expanded coverage of faith and gender identity. A new framework provides guidance for facilitating dialogues about theory, teaching theory, and the importance of educators as consumers of theory. Discussion questions conclude each chapter and vignettes are woven throughout to provide practical context for theory. Learning activities in the appendix promote comprehension and application of theory.

- >> Get updated on the latest in student development theory and application
 - >> Consider both the psychosocial and cognitive aspects of identity
 - >> Learn strategies for difficult dialogues, and the importance of reflection
 - >> Adopt an integrated, holistic approach to complex student development issues
- Student Development in College is the ideal resource for today's multifaceted student affairs role.

"With five new or expanded chapters and critical updates throughout the text, this third edition expertly presents the complex, multifaceted, and continually evolving nature of the theories that inform scholars and professionals in their research and practice with college students. These authors, consummately aware of the needs of emerging and continuing student affairs professionals, have crafted a text that will be both eminently practical and intellectually engaging for graduate students, professionals, and faculty alike."

-Dafina-Lazarus Stewart, associate professor, higher education and student affairs, Bowling Green State University

"This third edition of Student Development in College beautifully presents the theoretical terrain of student development by honoring the foundational theories upon which the field was developed and foregrounding newer theories with brand new content and fresh perspectives. The result is a text that is comprehensive, sophisticated, and accessible-and one that is attuned to the contemporary realities of the complexities of student development."

-Susan R. Jones, professor, higher education and student affairs, The Ohio State University

LORI D. PATTON is an associate professor in the higher education and student affairs program at Indiana University.

KRISTEN A. RENN is a professor of higher, adult, and lifelong education at Michigan State University.

FLORENCE M. GUIDO is a professor of higher education and student affairs leadership at

the University of Northern Colorado.

STEPHEN JOHN QUAYE is an associate professor in the student affairs in higher education program at Miami University.

Other Books

Identity Interconnections. "This book advocates an approach the authors call Identity Interconnections as a way of moving considerations of identity differences and commonalities from theory to socially just action in student affairs practice. This interconnected insight can enable student affairs educators to extend beyond binary and oppositional thinking, and in turn, give rise to the formation of new coalitions"--

Journal of Student Affairs Research, 34(1), 1-10. Pursuing Poststructural Possibilities in Student Affairs Praxis Aerial A. Ashlee, Lisa Delacruz Combs, McRuer, R. (2006). Crip theory: Cultural ... Student development in college : Theory , research, and practice (3rd ed.). Jossey-Bass."