

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 433 (001): Student Development in Higher Education
Fall 2011

Wednesdays, 7:00 – 9:30 pm
Lake Shore Campus, Mundelein Center - Room 403

Instructor Information:

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Description:

The purpose of this course is to provide an overview of the wide array of theories that inform the developmental processes of college students. This includes examinations of theories related to cognitive, psychosocial, and social identity development as well as integrative models of holistic development. Content in this area not only contributes significantly to the theoretical and intellectual foundations of the higher education and student affairs profession, but also serves as an important tool used by practitioners to facilitate student learning. Given the current educational climate of accountability and the desire to measure and shape collegiate outcomes, the ability to understand and apply student development theory is increasingly important. Furthermore, educational practice grounded in the values of social justice and equity requires not just a demographic understanding of students enrolling in higher education, but the unique processes by which they develop across multiple dimensions as well.

The design and content of this course was developed with significant influence from similar courses taught by the following: Dr. Marylu McEwen (University of Maryland), Dr. Susan Jones (Ohio State University), and Dr. Maureen Wilson (Bowling Green State University).

Outcome & Objectives:

Learning Outcome

Students will demonstrate an understanding of key theories of college student development and their application in improving plans and policies implemented in the context of administration and/or teaching.

Objectives

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

1. Understand the history and nature of theory as it relates to college student development;
2. Understand content associated with specific theories of college student development;
3. Critically analyze the strengths and limitations of various theories of college student development;
4. Communicate how differences in socially constructed categories (e.g., race, gender, socio-economic status, religious background, sexual orientation, ability status) influence developmental processes;
5. Express a deeper level of self-awareness as it relates to their own holistic development particularly in the areas of cognitive and social identity development;
6. Articulate how personal developmental perspectives influence their work with college students;
7. Apply student development theory to educational policy and practice in higher education.

Conceptual Framework:

Conceptual Framework

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Professionalism in Service of Social Justice.*” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ knowledge, skills, ability to serve others, and understanding of ethical principles as they relate to facilitating the development of all college students regardless of background. This is accomplished by examining issues of social construction, their influence on educational practice, and methods for creating learning environments characterized by a culture of social justice and equity.

Diversity

This course addresses the myriad of ways in which diversity influences the process of student development in college as well as the practice of facilitating student development. Particular attention is paid to the unique developmental process of historically underrepresented populations within the higher education context, issues of oppression and its influence on student development, and the need for majority populations to develop a more sophisticated understanding of privilege. All of this is done to increase

the ability of education practitioners to better serve the needs of an increasingly diverse college student population.

Technology

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Blackboard as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students' self-efficacy for using technology as well as enhancing the overall learning experience.

Institutional Policies & Philosophies:

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Reading Materials:

The required text for this course is available for purchase at the Water Tower Campus Bookstore as well as Beck's. Please purchase your book as soon as possible as readings will be assigned from it for the second week of class.

Required Texts

Evans, N., J. Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco, CA: Jossey-Bass.

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Additional readings will be provided in the form of documents accessible via the Blackboard site for this course. A full reference list of these readings is provided at the end of the syllabus. You are not required to print or bring these to class, but are responsible for reading them. The instructor may add additional readings not listed in this syllabus during the course of the semester.

Requirements & Expectations:

Preparation

This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. As such, preparation through completion of each week's readings as well as thoughtful reflection on the topics are critical not only for each individual's intellectual development, but the group's collective development as well. Readings have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Rather than assigning a bulk of reading, the philosophy employed in this course design is to carefully select significant and important core readings and provide sources for additional reading should students wish to explore the topic further. Given much thought has gone into the readings, students are expected to complete them in advance of each class. Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading. Additionally, as a graduate-level course, class time may not be directed towards dissecting each individual reading, but instead examining themes across reading and conducting critical analysis of content and its application in the context of higher education. Students are encouraged to consider this as they read assigned material.

Participation

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore,

participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual's preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed. Students will receive a mid-semester participation grade as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
PROMPTNESS	Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent	Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is frequently absent
QUALITY OF CONTRIBUTIONS	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
SIGNIFICANCE OF CONTRIBUTIONS	Contributions add complexity to the conversation and support or build off of others' contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
GENERAL ENGAGEMENT	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions;	Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered

GATE-KEEPING	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students' thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions
LISTENING/ ATTENDING SKILLS	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes	Is dismissive (verbally or nonverbally) of others' feelings and opinions; Displays a lack of interest; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning

Attendance

Graduate-level courses typically meet only once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. **Within two weeks of a missed class, you are expected to send the instructor a short reflection essay on the assigned readings for the class you missed. This essay should be between 1-3 pages, single spaced, and summarize the core content of the readings and your reactions to it.** Please notify the instructor via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

Civil Discourse

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skills that requires both empathy and the ability to acknowledge multiple points of view.

Cell Phones/ On Call

If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undistruptive manner. Texting and/ or instant messaging are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them

understand that you are a student and interruptions during class time should be on an emergency basis only.

Email/ Blackboard

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Blackboard will be used as a source of continual updates about course material.

APA Style/ Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Blackboard site. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

Assignments:

The series of assignments identified for this course reflect student feedback on desired course outcomes, personal learning styles, and preferred mode of evaluation. They also create space for students to pursue more depth of study in particular content areas of interest. This is an opportunity to begin developing an area of expertise that connects to your professional goals and may contribute significantly to your educational portfolio or dissertation.

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. *Any assignment submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24 hour period after the original time due. Extensions will not be granted.* Note that the instructor will not hunt down missing assignments and it is *your* responsibility to ensure that they are turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned. This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Detailed explanations of assignments are provided in the assignments section of the BlackBoard site. Students are encouraged to consult with the instructor regarding any questions associated with assignments. Additionally, most assignments will be submitted electronically with clear instructions on how to do so. The instructor will send you a confirmation that your paper has been received within 48 hours. If you do not hear anything from the instructor you should

assume that the submission was not received and forward the *original* electronic submission to verify it was submitted by the stated due date and time.

For all assignments focused on writing, students will be provided substantial feedback regarding content, structure, and grammar/ APA style. It is the student's responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased. Students will be provided with a tracking sheet to keep track of feedback. They are encouraged to submit this tracking sheet with each assignment as a means to demonstrate that prior feedback has been addressed in subsequent work.

NOTE: Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, *the suggested length does not include the title page or reference pages.*

Reading & Reflection Briefings

Taking the time to read and reflect on the content of this course is critical. Therefore, exercises have been designed to ensure that individuals are provided structured opportunities to process course content, its connection to their lives, meaningfulness to practice, and how content from each session fits together. This takes the format of reading for meaning activities and reflective journaling depending on the week. Use of multiple formats is purposefully designed to both challenge and support your preferred learning style. Full details regarding this assignment are available in the assignments section of the Blackboard site. Learning outcomes for the assignment include:

- The ability to reflect in critical and meaningful ways on content related to student development theory;
- An increased capacity for self-awareness as it relates to course content;
- Demonstrated awareness of how personal values and development shape interactions with students and use of developmental theory.

Case Analysis Paper

The case analysis paper serves as an evaluation of the degree to which students understand initial course content (e.g., cognitive and psychosocial theories) and demonstrate the ability to apply content to professional practice. Learning outcomes for the assignment include:

- The ability to articulate and synthesize core concepts associated with theories of cognitive and psychosocial development;
- The capacity to apply course content to practice;
- Demonstrated ability to communicate effectively in writing.

The analysis of this case is explained in more detail in the assignment section of Blackboard. The expected length of this assignment is 6-8 pages. The case will be disseminated at the end of class on September 21st and is due via email submission to

jdugan1@luc.edu by the start of class on October 5th. Students may not discuss this assignment with one another once the case is disseminated.

Developmental Synthesis Project

The major project for this course is designed as a means for students to integrate course content and advance personal areas of interest in a way that is consistent with professional goals. The project involves a literature review focusing on one of two specific areas: examining the developmental needs of a particular student population or an in depth analysis of research on a given theory. Students are free to choose the format that best advances their own intellectual interests. Learning outcomes for this assignment include:

- The ability to synthesize a broad array of literature related to student development theory;
- The ability to critically analyze both theory and research on student development;
- The ability to connect theory and research to practice.

The selected format and topic for the final project are due by the start of class on September 14th. An annotated bibliography is due via email submission to jdugan1@luc.edu by the start of class on October 19th. The final project is due prior to the start of class via email submission to jdugan1@luc.edu on November 16th. Full details regarding the project are available in the assignments section of Blackboard.

Final Reflective Essay

Taking the time to read and reflect on the content of this course is critical. The final assignment in this class asks you to reflect on your personal philosophy of student development, how it connects to course content, and how it translates to practice. Learning outcomes associated with this assignment include:

- The ability to reflect in critical and meaningful ways on course content;
- An increased capacity for self-awareness as it relates to the subject area;
- Demonstrated capacity to link course content to professional practice.

The final paper (3-4 pages in length) is due by the start of class on December 7th via email submission to jdugan1@luc.edu.

Evaluation & Grading:

All coursework and assignments must be completed by the end of the semester as grades of incomplete are generally not assigned. The distribution of points for the semester is provided in the grid below:

Participation	15 points
Briefings	5 points
Case Analysis	25 points
Annotated Bibliography	5 points

Developmental Synthesis Project	35 points
Final Reflective Essay	15 points
Total	100 points

Assignments in this course will be graded according to the rubric provided:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not completed or does not demonstrate accurate or full understanding of content
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work
Sophistication of Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not completed or application to practice fails to take into consideration higher education and student affairs context
Depth of Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, APA Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

The following point spread will be used to determine the final course grade:

<u>Total Points Earned</u>	<u>Final Grade</u>
100 – 94	A
93 – 90	A-
89 – 87	B+
86 – 84	B
83 – 80	B-
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 60	D
59 – 0	F

Tentative Weekly Calendar:

DATE	TOPIC	ASSIGNMENT DUE
August 31 st	Introduction & Kolb Learning Style	Print and bring a copy of the syllabus and assignment descriptions to class
September 7 th	The Nature & Use of Theory <ul style="list-style-type: none"> ▪ Jones & Abes, 2010 [BB] ▪ Text (pp. 1 – 46) ▪ Reeves, 1999 [BB] Extended Reading: <ul style="list-style-type: none"> ▪ Abes, 2009 [BB] ▪ Strange, 1994 [BB] ▪ King, 1994 [BB] 	Reading Briefing Due
September 14 th	Psychosocial Development <ul style="list-style-type: none"> ▪ Text (pp. 47 – 81) ▪ Pope, 2000 [BB] ▪ Kodama et al., 2001 [BB] Extended Reading: <ul style="list-style-type: none"> ▪ Chickering & Reisser, 1993 [BB] ▪ Marcia, 2002 [BB] 	Reflection Briefing Due Topic for Developmental Synthesis Project posted to BB Discussion Board

September 21 st	<p>Cognitive & Moral Development Theories</p> <ul style="list-style-type: none"> ▪ Text (pp. 82 – 135) ▪ King, 2009 [BB] ▪ Love & Guthrie, 1999a [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Perry, 1981 [BB] ▪ Clinchy, 2002 [BB] ▪ King & Kitchner, 2004 [BB] 	<p>Reflection Briefing Due</p> <p>Case Analysis disseminated after class</p>
September 28 th	<p>Social Identity Development- Gender & Gender Identity</p> <ul style="list-style-type: none"> ▪ Text (pp. 227 – 251; pp. 327 - 345) ▪ Torres et al., 2009 [BB] ▪ Downing & Roush, 1985 [BB] ▪ Davis, 2002 [BB] ▪ Edwards & Jones, 2009 [BB] 	Reading Briefing Due
October 5 th	<p>Social Identity Development- Racial Identity</p> <ul style="list-style-type: none"> ▪ Text (pp. 252– 270) ▪ Helms & Cook, 1999 [BB] <ul style="list-style-type: none"> ○ Begin reading at arrow on page 9 and end where indicates. Stop reading at the heading labeled White Racial Identity. <p>Student Narratives (Read one assigned in class):</p> <ul style="list-style-type: none"> ▪ Davina [BB] ▪ Ian [BB] ▪ Jose [BB] ▪ Kenneth [BB] ▪ Maria [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Harro, 2000 [BB] ▪ Blumenfeld & Raymond, 2000 [BB] ▪ Patton et al., 2007 [BB] ▪ Adams, 2001 [BB] 	Case Analysis Due

October 12 th	<p>Social Identity Development- Racial Identity</p> <ul style="list-style-type: none"> ▪ McIntosh [BB] ▪ Helms & Cook, 1999 [BB] <ul style="list-style-type: none"> ○ Begin reading at section labeled on page15 and end where indicates. ▪ Tatum, 1994 [BB] ▪ Reason et al., 2005 [BB] ▪ Reason & Evans, 2007 [BB] <p>Literature Analysis:</p> <ul style="list-style-type: none"> ▪ O'Connor [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Hardiman, 2001 [BB] ▪ Arminio, 2001 [BB] ▪ Ortiz & Rhoads, 2000 [BB] 	Reflection Briefing
October 19 th	<p>Social Identity Development- Ethnic & Multi-Racial Identity</p> <ul style="list-style-type: none"> ▪ Text (pp. 271 – 304) 	Annotated Bib Due
October 26 th	<p>NO CLASS INTERNATIONAL LEADERSHIP ASSOCIATION CONFERENCE</p>	
November 2 nd	<p>Social Identity Development- Sexual Orientation</p> <ul style="list-style-type: none"> ▪ Text (pp. 305 - 326) <p>Student Narratives (Read one assigned in class):</p> <ul style="list-style-type: none"> ▪ Christopher [BB] ▪ Gabriela [BB] ▪ Jennifer [BB] ▪ Owen [BB] ▪ Stephanie [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Blumenfeld, 2000 [BB] ▪ Fassinger & Miller, 1996 [BB] ▪ Fox, 1995 [BB] ▪ Worthington et al., 2002 [BB] ▪ Stevens, 2004 [BB] ▪ Abes & Kasch, 2007 [BB] 	Reflection Briefing Due

November 9 th	<p>Integrative Theories: Self-Authorship</p> <ul style="list-style-type: none"> ▪ Text (pp. 176 - 193) ▪ Baxter Magolda, 2009 [BB] ▪ Love & Guthrie, 1999b [BB] ▪ Baxter Magolda, 2002 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Baxter Magolda, 1998 [BB] ▪ Baxter Magolda, 2008 [BB] ▪ Pizzolato, 2003 [BB] 	Reading Briefing
November 16 th	<p>Other Integrative Theories</p> <ul style="list-style-type: none"> ▪ Text (pp. 157 – 175; 212 – 226) ▪ Abes, Jones, & McEwen, 2007 [BB] ▪ Jones, 2009 [BB] <p>Case Analysis:</p> <ul style="list-style-type: none"> ▪ Pleito College Case <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ King & Baxter Magolda, 1996 [BB] ▪ King & Baxter Magolda, 2005 [BB] 	Developmental Synthesis Paper Due
November 23 rd	<p>NO CLASS THANKSGIVING BREAK</p>	
November 30 th	<p>Application of Student Development Theory to Practice</p> <ul style="list-style-type: none"> ▪ Text (pp. 347 – 372) <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Coomes, 1994 [BB] ▪ Upcraft, 1994 [BB] 	Reflection Briefing Due
December 7 th	<p>Synthesis & Evaluation</p> <ul style="list-style-type: none"> ▪ Komives, 2000 [BB] ▪ Williams, 1998 [BB] 	Final Essay Due
December 14 th	<p>NO CLASS FINALS WEEK</p>	

[BB]: Indicates reading can be found on the Blackboard site

Text: Refers to the book *Student Development in College*

Extended Readings: These readings are not required for the course, but provided for you via the BlackBoard site. Doctoral students should treat these materials as required readings given their centrality to the overall literature and the degree to which you will need to cite them in future work.

Full Readings Reference List:

- 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*, 141-156.
- Abes, E. S., Jones, S. R., McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development, 48*, 1-22.
- Abes, E. S. & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development, 48*, 619-636.
- Adams, M. (2001). Core processes of racial identity development. In C. L. Wijeyesinghe & B. W. Jackson III (Eds.). *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 209-242). New York, NY: New York University Press.
- Arminio, J. A. (2001). Exploring the nature of race-related guilt. *Journal of Multicultural Counseling and Development, 29*, 239-252.
- Baxter Magolda, M. B. (2009). The activity of meaning making: A holistic perspective on college student development. *Journal of College Student Development, 50*, 621-639.
- Baxter Magolda, M. B. (2008). Three elements of self-authorship. *Journal of College Student Development, 49*, 269-284.
- Baxter Magolda, M. B. (2002, January-February). Helping students to make their way to adulthood: Good company for the journey. *About Campus, 2-9*.
- Baxter Magolda, M. B. (1998). Developing self-authorship in young adult life. *Journal of College Student Development, 39*, 143-156.
- Blumenfeld, W. J., & Raymond, D. (2000). Prejudice and discrimination. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism, and classism* (pp. 21-30). New York, NY: Routledge.
- Clinchy, B. M. (2002). Revisiting women's ways of knowing. In B. K. Hofer, & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 63-87). New York, NY: Lawrence Erlbaum Associates, Inc.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.) San Francisco, CA: Jossey-Bass.
- Coomes, M. D. (1994). Using student development to guide institutional policy. *Journal of College Student Development, 35*, 428-437.
- Davis, T. L. (2002). Voices of gender role conflict: the social construction of college men's identity. *Journal of College Student Development, 43*, 508-521.
- Downing, N. E., & Roush, K. L. (1985). From passive acceptance to active commitment: A model of feminist identity development for women. *The Counseling Psychologist, 13*, 695-709.
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