

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 433 (001): Student Development in Higher Education
Fall 2008

Wednesdays, 7:00 – 9:30 pm
Water Tower Campus, 25 East Pearson, Room 203

Instructor Information:

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Office Hours Available by Appointment

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 (University of Maryland), 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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

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

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

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-DiBrito, F. G. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.

Kolb Learning Style Inventory- Note that this is a test instrument designed to help you better understand your preferred learning style and will be used in the latter part of the class. This booklet is sold only through the campus bookstore and you will need to buy a new copy of it.

Recommended Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th 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.

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. 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 5th 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 assignments 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: 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, & Discussion Contract

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, interactive BlackBoard discussions, 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 approximately 6 – 8 pages. The case will be disseminated at the end of class on September 17th and is due by the start of class on September 24th. Students may not discuss this assignment with one another once the case is disseminated.

Developmental Synthesis Project

The final 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 17th. An annotated bibliography is due by the start of class on October 15th. The final project is due prior to the start of class on November 19th. Full details regarding the project are available in the assignments section of Blackboard.

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	10 points
Contracts	10 points
Case Analysis	25 points
Annotated Bibliography	5 points
Developmental Synthesis Project	35 points
<u>Final Reflective Essay</u>	<u>15 points</u>

Total **100 points**

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

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	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	Assignment is not completed or depth of critical analysis is not consistent with requirements of

	dimensions of content, and offering substantive interpretations		weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations	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 27 th	Introduction to Student Development Theory	Print and bring a copy of the syllabus and assignment descriptions to class
September 3 rd	The Nature & Use of Theory <ul style="list-style-type: none"> ▪ McEwen, 2003 [BB] ▪ EFG, 1998- Chapters 1 & 2 ▪ Reeves, 1999 [BB] Extended Reading: <ul style="list-style-type: none"> ▪ Strange, 1994 [BB] ▪ King, 1994 [BB] 	Reading Contract Due
September 10 th	Psychosocial Development <ul style="list-style-type: none"> ▪ EFG, 1998- Part 2 Intro, Chapters 3 & 7 ▪ Chickering & Reisser, 1993 [BB] ▪ Pope, 2000 [BB] 	Discussion Contract Due

	<ul style="list-style-type: none"> ▪ Kodama et al., 2001 [BB] 	
September 17 th	<p>Cognitive Development Theories</p> <ul style="list-style-type: none"> ▪ EFG, 1998- Part 3 Intro, Chapters 8 & 9 ▪ Perry, 1981 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Clinchy, 2002 [BB] ▪ King & Kitchner, 2004 [BB] 	<p>Discussion Contract Due</p> <p>Developmental synthesis format and topic due</p> <p>Case Analysis disseminated after class</p>
September 24 th	<p>Spiritual/ Moral Development</p> <ul style="list-style-type: none"> ▪ EFG, 1998- Chapters 10 & 11 ▪ Lindholm, 2007 [BB] ▪ Love & Talbot, 1999 [BB] ▪ Love, 2001 [BB] ▪ Mayhew, 2004 <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Parks, 1986 [BB] ▪ Seifert, 2007 	Case Analysis Due
October 1 st	<p>Social Identity Development- Racial Identity & Oppression</p> <ul style="list-style-type: none"> ▪ EFG, 1998- Chapter 5 ▪ Harro, 2000 [BB] ▪ Blumenfeld & Raymond, 2000 [BB] ▪ Helms & Cook, 1999 [BB] <ul style="list-style-type: none"> ○ Begin reading at arrow on page 9. <p>Read One of the Following:</p> <ul style="list-style-type: none"> ▪ Horse, 2005 [BB] ▪ Alvarez, 2002 [BB] ▪ Torres, 2004 [BB] ▪ Kawaguchi, 2003 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Patton et al., 2007 [BB] 	Reading Contract Due
October 8 th	<p>Social Identity Development- Racial Identity & White Privilege</p> <ul style="list-style-type: none"> ▪ McIntosh [BB] ▪ Arminio, 2001 [BB] ▪ Tatum, 1994 [BB] ▪ Reason et al., 2005 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Reason & Evans, 2007 [BB] 	Reflection Contract Due
October 15 th	<p>Social Identity Development- Gender</p> <ul style="list-style-type: none"> ▪ Lorber, 2000 [BB] ▪ Josselson, 1996 [BB] 	Annotated Bibliography Due

	<ul style="list-style-type: none"> ▪ Davis, 2002 [BB] ▪ Downing & Roush, 1985 [BB] 	
October 22 nd	<p>Social Identity Development- Sexual Orientation</p> <ul style="list-style-type: none"> ▪ EFG, 1998- Chapter 6 ▪ Blumenfeld, 2000 [BB] ▪ Bilodeau & Renn, 2005 [BB] ▪ Wall & Washington, 1991 [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ McCarn & Fassinger, 1997 [BB] ▪ Stevens, 2004 [BB] 	Reflection Contract Due
October 29 th	<p>Holistic Development</p> <ul style="list-style-type: none"> ▪ King & Baxter Magolda, 1996 [BB] ▪ Love & Guthrie, 1999 [BB] ▪ Abes, Jones, & McEwen, 2007 [BB] ▪ King & Baxter Magolda, 2005 [BB] 	Reading Contract Due
November 5 th	<p>Self-Authorship</p> <ul style="list-style-type: none"> ▪ Baxter Magolda, 1998 [BB] ▪ Baxter Magolda, 2008 [BB] ▪ Baxter Magolda, 2002 [BB] ▪ Pizzolato, 2003 [BB] 	Discussion Contract Due
November 12 th	<p>Typologies & Theories of Application</p> <ul style="list-style-type: none"> ▪ EFG, 1998- Part 4 Intro, Chapters 12, 13, 14 ▪ Astin, 1984 [BB] 	Bring Learning Style Inventory to Class
November 19 th	<p>Application of Student Development Theory to Practice</p> <ul style="list-style-type: none"> ▪ EFG, 1998- Part 5 Intro, Chapters 15 & 16 <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Coomes, 1994 [BB] ▪ Upcraft, 1994 [BB] 	Developmental Synthesis Paper Due
November 26 th	NO CLASS- Thanksgiving	
December 3 rd	<p>Synthesis & Evaluation</p> <ul style="list-style-type: none"> ▪ Komives, 2000 [BB] ▪ Williams, 1998 [BB] ▪ Edwards, 2006 [BB] 	Final Reflective Essay Due
December 10 th	NO CLASS- FINALS	

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

EFG: Refers to the book *Student Development in College* by Evans, Forney, & Guido-DiBrito

Extended Readings: These readings are not required for the course, but provided for you via the BlackBoard site. Doctoral students are encouraged to 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., 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.
- Alvarez, A. N. (2002). Racial identity and Asian Americans: Supports and challenges. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), *Working with Asian American college students. New Directions for Student Services* (No. 97, pp. 33-44). San Francisco: Jossey-Bass.
- Arminio, J. A. (2001). Exploring the nature of race-related guilt. *Journal of Multicultural Counseling and Development, 29*, 239-252.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25*, 297-308.
- Baxter Magolda, B. M. (1998). Developing self-authorship in young adult life. *Journal of College Student Development, 39*, 143-156.
- Baxter Magolda, B. M. (2002, January-February). Helping students to make their way to adulthood: Good company for the journey. *About Campus, 2-9*.
- Bilodeau, B. L., & Renn, K. A. (2005). Analysis of LGBT identity development models and implications for practice. In R. L. Sanlo (Ed.), *Gender identity and sexual orientation: Research, policy, and personal development. New Directions for Student Services* (No. 111, pp. 25-39). San Francisco: Jossey-Bass.
- Blumenfeld, W. J. (2000). How homophobia hurts everyone. 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. 267-275). New York: Routledge.
- 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: 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: Lawrence Erlbaum Associates, Inc.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.) San Francisco: 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. *Counseling Psychologist, 13*, 695-709.
- Edwards, K. E. (2006). Aspiring social justice ally identity development: A conceptual model. *NASPA Journal, 43*, 39-60.

- Harro, B. (2000). The cycle of socialization. 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. 15-20). New York: Routledge.
- Helms, J. E., & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: Theory and process*. Needham Heights, MA: Allyn & Bacon.
- Horse, P. G. (2005). Native American identity. In M. J. Tippeconic Fox, S. C. Lowe, & G. S. McClellan (Eds.), *Serving Native American students. New Directions for Student Services* (No. 109, pp. 61-68). San Francisco: Jossey-Bass.
- Josselson, J. E. (1996). *Revising herself*. New York: Oxford University Press.
- Kawaguchi, S. (2003). Ethnic identity development and collegiate experience of Asian Pacific American students: Implications for practice. *NASPA Journal*, 40 (3), 13-29.
- King, P. M. (1994) Theories of college student development: Sequences and consequences. *Journal of College Student Development*, 35, 413-421.
- King, P. M., & Baxter Magolda, M. B. (1996). A developmental perspective on learning. *Journal of College Student Development*, 37, 163-173.
- King, P. M., & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46, 571-592.
- King, P. M., & Kitchner, K. S. (2004). Reflective judgment: Theory and research on the development of epistemic assumptions through adulthood. *Educational Psychologist*, 39(1), 5-18.
- Kodama, C. M., McEwen, M. K., Liang, C. T. H., Lee, S. (2001). A theoretical examination of psychosocial issues for Asian Pacific American students. *NASPA Journal*, 38, 411-437.
- Komives, S. R. (2000, November-December). Inhabit the gap. *About Campus*, 31-32.
- Lindholm, J. A. (2007). Spirituality in the academy: Reintegrating our lives and the lives of our students. *About Campus*, 12 (4), 10-17.
- Lorber, J. (2000). 'Night to his day': The social construction of gender. 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. 203-212). New York: Routledge.
- Love, P. G. (2001). Spirituality and student development: Theoretical connections. In M. A. Jablonski (Ed.), *The implications of student spirituality for student affairs practice. New Directions for Student Services* (No. 95, pp. 7-16). San Francisco: Jossey-Bass.
- Love, P. G. & Guthrie, V. L. (1999). *Understanding and applying cognitive development. New Directions for Student Services* (No. 88). San Francisco: Jossey Bass.
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- McCarn, S. R., & Fassinger, R. E. (1996). Revisioning sexual minority identity formation: A new model of lesbian identity and its implications for counseling and research. *Counseling Psychologist*, 24, 53-78.
- McEwen, M. K. (2003). New perspectives on identity development. In S. R. Komives, D. B. Woodard, Jr., & Associates (Eds.), *Student services: A handbook for the profession* (4th ed., pp. 203-233). San Francisco: Jossey-Bass.
- McIntosh, P. M. (1989, July-August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.

- Mayhew, M. J. (2004). Exploring the essence of spirituality: A phenomenological study of eight students with eight different worldviews. *NASPA Journal*, 41, 647-674.
- Parks, S. (1986). The journey toward mature adult faith: A model. In S. Parks (Ed.), *The critical years: Young adults and the search for meaning, faith, and commitment*. New York: Harper Collins.
- Patton, L. D., McEwen, M., Rendón, L., & Howard-Hamilton, M. F. (2007). Critical race perspectives on theory in student affairs. In S. R. Harper & L. D. Patton (Eds.), *Responding to the realities of race on campus. New Directions for Student Services* (No. 120, pp. 39-53). San Francisco: Jossey-Bass.
- Perry, W. G. (1981). Cognitive and ethical growth: The making of meaning. In A. W. Chickering, & Associates (Eds.), *The modern American college* (pp. 76-116). San Francisco: Jossey-Bass.
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