Dr. Patricia M. King, Professor   Class Time: Wednesdays, 9AM-12 PM
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> *The key to a vital life is an eagerness to learn and a willingness to change.*
> *M.A. Radmacher-Hershey (1994)*
>
> *And the day came when the risk to remain tight in a bud*
> *was more painful than the risk it took to blossom.*
> *Anaïs Nin*

This course examines patterns of intellectual, identity, and social development among older adolescents and adults, and how these relate to learning and development of desired outcomes of postsecondary education. It is designed to introduce graduate students to major theoretical perspectives, research on selected student development theories, and how this body of theory and research can be used to guide the design of educational policies and practices in colleges and universities to promote college student learning and development.

Note: In this class, student characteristics are in the foreground and environmental characteristics are in the background; in the companion course, ED603, Organizing for Learning, this focus is reversed.

Course Objectives for Student Learning

1. Identify and describe your own underlying assumptions about the nature of college student learning and development, and express a deeper level of self-awareness as it relates to student development. Translate and articulate yours and others' assumptions using theory and research on student learning outcomes, and demonstrate your understanding of the role of guiding assumptions in theory development and validation.

2. Accurately describe the three domains of development (cognitive, intrapersonal, and interpersonal) and the major theories within each domain addressed in this course, specify attributes that are associated with early and advanced levels of maturity for these theories, analyze the strengths and limitations of various theories of college student development using established criteria, and explain how given educational practices would be expected to promote or inhibit development in this domain for relevant subgroups of students.

3. Describe how patterns of development and educational experiences differ among various subgroups of college students, especially groups of students who differ by age, social identities (e.g., race and ethnicity, gender, sexual orientation), and the personal capacities that

affect how they interpret experiences; to offer your critique of these patterns.

4. Analyze and articulate connections across major aspects of development, to illustrate how these changing attributes are interrelated within the developing person, and to explain how educational interventions can be designed that take these interrelationships into account.

5. Analyze and articulate the structure and organization of curricular and co-curricular educational environments in terms of their match (or mismatch) for promoting college student learning and development, and to be able to suggest ways to do so that are aligned with theory and research of college students development.

Course Texts
All assigned readings for this class will be available on our class Canvas site.

I recommend the following books as helpful resources for this class, and as good additions to your professional library.

Patton, L. D., Forney, Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
    This book provides a thorough overview of major student development theories, with sections on theory, assessment, research, and application to practice for each major theoretical perspective.

Baxter Magolda, M. B. (2000). (Ed.), *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning, no. 82. San Francisco: Jossey-Bass.
    This sourcebook is designed to introduce faculty members to major theories of student development and how an understanding of the concepts and findings from this literature can be used to enhance their interactions with college students.

Jones, S. R. & Abes, E.S. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity*. San Francisco: Jossey-Bass.
    This book provides a detailed look at identity development using an approach that focuses on multiple dimensions of identity. It serves to further our theoretical understanding of college students and their development and will be especially useful for those interested in exploring identity development more deeply.

Love, P. G. & Guthrie, V. L. (1999) (Eds.). *Understanding and applying cognitive development theory*. New Directions for Student Services, no. 88, San Francisco: Jossey-Bass.
    This sourcebook provides an overview of major models of theories of cognitive development that are applicable to college students, along with insights about the relationships among perspectives and their application to educational practice.

APA Publication Manual
American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

As with most professional discourse communities, higher education scholars follow certain writing practices; many of these are described and explained in the APA Publication Manual.

Accordingly, it is my expectation that all work submitted for this class adhere to the style and formatting guidelines of this manual (6th ed.) The APA Manual includes *much* more than simple referencing style; it also reflects sets of academic values and practices. For example, in addition to reference citations (both in the text and the reference list), this volume also includes instructions on page numbering, grammatical considerations, how to avoid the use of sexist language and how to construct charts and tables. If you haven't already done so, I *strongly* encourage you to familiarize yourself with the range of topics it addresses so you'll be better able to use this as a resource in your own writing. [NOTE: For your convenience, a hard copy of this Manual is stored behind Matt's desk in the CSHPE Office.]

Being Successful in this Class

Preparing for Class. It is my goal to create a successful learning community in this class. As members of this community, I expect students to actively and thoughtfully engage in the weekly class sessions, and to be willing to bring themselves and their ideas to our discussions and class activities. Toward this end, I suggest that you develop your own schedule in a way that will enable you to study the assigned readings *prior to class*. Please **bring copies of the assigned readings to class with you each week** using either hard or electronic copies.

Prepare for each week's class by formulating 2-3 discussion questions from the readings, along with your own reflections and comments. Try to focus your questions and responses on understanding key concepts and ideas that appear in the readings, and on understanding the authors' and your own underlying assumptions. This will require that you "get inside" the authors' heads (i.e., to think within their stated frameworks) as well as interrogating your own assumptions and stating the basis for your own reactions (however tentative). We will use these questions and comments to strengthen class discussion of the readings.

I will use informal assignments or class activities to increase your involvement in the class and your understanding of the materials. My hope is that these procedures improve both the quality of our class discussions and the value of the readings and class activities for you.

Computer/Phone Use during Class. Many students choose to bring their computers and/or other electronic devices to class to facilitate the retrieval of readings and to take notes; this use is appropriate. *However, using your devices during class time for activities that are not related to the class is not appropriate*. Further, such use is distracting and often disrespectful of other members of our class community. Please feel free to use your device if you have the self-discipline to use it appropriately; if not, do not use it during class. Also, remember to silence your cell phone during class.

Due dates. Please submit your course assignments online **in the Assignment** section of the Canvas site **by the day and time listed below**. It is my expectation that you will meet each deadline except when extreme and unforeseen circumstances arise. If this is the case, please alert me in advance or just as soon as possible.

Absences. Class attendance is important. However, circumstances occasionally arise when your presence may be required elsewhere. Please be very selective in such occasions, and whenever

humanly possible, alert me in advance AND arrange to obtain notes, handouts, etc. and review class activities with *two* classmates. Missing more than two classes will earn you a personal meeting with me to discuss your absences. If you miss three classes (other than for religious holidays and for medical issues), I may suggest withdrawing from the course.

Special Needs. If you believe that you may need an accommodation for a disability, please contact me within the first two weeks of the class so that I can arrange for appropriate accommodations. We can then work with the Office of Services for Students with Disabilities (SSD; (734-763-3000; ssd.umich.edu); staff in this office will help us determine appropriate academic accommodations. They typically recommend accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. Also, if other life circumstances arise (i.e., beyond what you noted on the Student Information Sheet) that may affect your participation or performance in this class, please let me know.

Academic Integrity. The School of Education in general and CSHPE in particular are communities that value and strive to enhance personal responsibility, honesty, fairness, respect, and mutual trust. As a member of these communities, I expect all students to adhere to the highest standards of academic honesty and responsibility. Indeed, it would be hypocritical to embrace these expectations as learning outcomes for college students and be unwilling to learn about and actively practice them ourselves in graduate education and in professional settings. Understanding that professional standards are more than rules and that our understanding of these standards increases with experience, I encourage you to browse the relevant pages of the Rackham website for information about academic and professional integrity, even if you have done so at an earlier time in your education. Here is the link to that site:
http://www.rackham.umich.edu/policies/gsh/appb/

Student Mental Health and Wellbeing
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Office Hours. I hope to expect that all students will meet with Kamaria or me during office hours this term to discuss topics raised in the readings or in class, your learning and success, and/or your concerns about this course. To schedule an appointment with either Kamaria or me, please sign up for a time during our posted office hours *using the links provided at the top of the syllabus*. If the posted times don't work for you, we would happy to schedule an appointment at another time; please contact us by email to do so.

Canvas Site. We will utilize our Canvas site for many aspects of this course. Many campus resources are available to help you navigate this site, access resources posted there, and submit your assignments. *I recommend that you browse through the course site before the second week of class.*

Announcements. Please *check your notification settings* so that you receive alerts about course announcements.

Readings. All assigned readings are posted in the "Modules" section of Canvas; these are organized by week and topic. The readings for each week are clustered by topic, and often ordered within topics. I recommend that you read them in the order in which they appear on the syllabus. **Bring a copy (paper or electronic) of the assigned readings to class each week.**

Supplemental Readings related to the weekly topics are also posted within the weekly modules; these include resources that provide major works noted in class discussion and assigned readings or that provide general background information on the weekly topic. I suggest you browse through these each week to become acquainted with what is there.

Framing Comments. These are also posted for the readings in each module. They are designed to help you navigate your way through the material by suggesting ways to focus your reading, putting general topics and individual readings into broader perspectives, providing key questions to consider prior to class, and suggesting how the readings relate to other issues in the field. I will often refer to these questions to guide our discussions. *I suggest that you refer to these questions as you begin and conclude the readings for each topic.*

If there are other questions or observations you would suggest adding to either of these comments, I would be very interested in hearing them. Use these to assist you in and focusing on key questions.

Assignments. Descriptions of each assignment will be posted in the Canvas "Assignments" folder well in advance of the due date.

Format for Written Assignments
- Use 1" margins and a font comparable in size to Times (or Times New Roman) 12.
- Include your name and the date on the first page.
- Include page numbers in the header (typically not on the first page).
- When *naming your document*, please start with your last name and include the topic of the assignment (e.g., King-Cognitive Interview).

Submitting Assignments. Please submit your completed assignments to the Assignments section.

Course Assignments

Course activities and assignments are designed to serve several purposes, most importantly, to provide a structure for learning, reflecting upon, integrating, and applying course concepts to professional practice in higher education. They are also timed to facilitate the flow and design of the course. More detailed instructions for all written assignment are provided.

"Making Connections"
Part of the learning process involves becoming proficient in being able to construct and share your own ideas regarding the content of this course and applying your knowledge to new contexts and situations (in your internship, in CSHPE, with friends and family, conversations overheard on the bus, to your own college experiences, etc.) in order to enhance your learning. I will use the first few minutes of each class for this purpose. At this time, either *offer a response to one of the reflective questions and/or to offer examples from your own experience in which you interpret a situation or event using a student development perspective that reflects the topic of the day*.

Toward this end, I ask all students to briefly *(no more than 5 minutes)* share their responses or connections they have made between some aspect of the course material and "real life" on your assigned day. The examples you choose for this purpose may be from a variety of sources, such as an event you experienced or heard about, a conversation you overheard, a website you explored, a movie you saw, connections you identified among the readings for the week, etc. Your contributions here will factor into your Class Participation grade. (If you have a keen interest in making your Connection on a specific day, please arrange to switch times with someone assigned to that day and alert me that you have done so.)

Interview a College Student
This assignment involves having a series of conversations (at least three) with an undergraduate student about his or her experiences as a college student. The purpose is to use comments from a currently enrolled college student to understand and critique theories of college student development addressed in this course, and to see first-hand how development mediates student interpretations of experience. Specific instructions are posted in the Assignments folder.

Due dates: Tuesday, October 10, 9AM (analysis of cognitive development); **Tuesday, October 31, 9AM** (analysis of interpersonal development); **Tuesday, November 21, 1PM** (analysis of intrapersonal development)

Class Presentation: The Role of Cognitive, Interpersonal, or Identity Development in Student Success
This assignment gives you the opportunity to gain greater depth of understanding about development in one of the three dimensions studied in this class (Weeks 4-13) and to practice presenting formal concepts about student learning and development to a professional audience. Working in small groups, use the format of formal presentation to the class to share your findings and insights about the specified topic. Specific instructions are posted in the Assignments folder.

Due date: Varies by topic; all materials are due by 9AM the day of the presentation.

Read On!
This assignment is designed to give you the opportunity to read about a topic of interest in greater depth and compose a short (about 3 pages) analytical response. This may be related to your presentation, an issue raised by your interviewee, an issue that arises in your internship site that relates to the content of this course, or simply a topic related to the focus of this course that piques your interest. Here are three options for selecting your readings:

   a. Choose at least three related articles from among those posted for this course in the Supplemental Readings.
   b. Peruse a book related to college student learning and development (a primary source). If it's a long book, base your response on at least two chapters you have read in full.
   c. Propose another way to identify your readings that fulfills the spirit of this assignment

Due date: I will cheerfully accept your response papers **throughout the term** – and definitely by **Friday, December 1, 9AM.**

Final Integrative Project
There are several possible ways to integrate your learning from this class, including the following:

   A. Offer three theory-based recommendations for promoting the development of the student you interviewed.

   B. Design a Developmental Curriculum for a specified student subgroup in the curricular or co-curricular area of your choice.

   C. Discuss your own assumptions about person-environment interactions and how this is and could better be reflected in student development theories.

   D. Write a movie review interpreting a character's experience using student development theories and factors that influence development.

   E. We Are All a Work in Progress: Analyze your own development using the concepts and theories from this course.

   F. Propose Another Option for this Purpose

Specific instructions will be posted for each option, and we will discuss these in class about the middle of the term.
DUE (Written Product): On *or before* December 13, 9AM

Summary of Assignments

Assignment	Due Date	Weighting
Class Participation (including Making Connections, class activities and discussions)	Weekly	10%
Class Presentation	9AM day of presentation. Meet 2 weeks in advance with Kamaria or Pat.	15%
Student Interview-analysis of *cognitive* development	October 10, 9AM	20%
Student Interview (analysis of *interpersonal* development)	October 31, 9AM	20% (your choice of focus)
Student Interview (analysis of *intrapersonal* development)	November 21, 1PM	
Read On!	Throughout the term (until December 1)	15%
Final Integrative Project Submission	*By* December 13, 9AM	20%

If you believe a different proposed weighting of assignments would better serve your learning goals, please discuss this with me before the end of September.

ED662, College Student Learning and Development — Course Schedule, Fall, 2017

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
1	9/6	**Introduction to Student Development in Higher Education** **1) Informal Theory** **-**Be able to identify at least some of your own informal theories and how they reflect your underlying assumptions about student development in college. **2) Formal Theory** -Be able to articulate the uses of formal theory and how it differs from informal theory. -Be able to articulate and exemplify the difference between change and development and how development is transformative. -Be able to recognize and identify both individual and environmental ("ecological") factors that affect student learning.	**1) Introductions to each other and to this course.** **2) Using Theories to Inform Understanding** **Informal Theories** Williams, L. B. (1998). Behind every face is a story. *About Campus: Enhancing the Student Learning Experience, 3*(1), 16-21. [Note: Also, the available pdf for this article is actually the whole volume of this issue. You may enjoy browsing through the rest of the issue!] This is a short story that illustrates several of the themes of this class. I hope you enjoy it. **Formal Theories** Jones, S R. & Abes, E. S. (2017). The nature and uses of theory. In J. H. Schuh, S. R. Jones, V. Torres (Eds.), *Student services: A handbook for the profession* (6th ed), pp. 137-152. San Francisco: Jossey-Bass Publishers. **For next week:** In the course Canvas site go to the **Assignments** section and look for the Student Information Sheet and the Class Presentation Sign-up Sheet. Complete these forms and submit these (using the **Assignments** section) by **Monday, September 11, 9AM.** Familiarize yourself with this Syllabus. Bring your questions to class. Study the Week 2 Readings (posted in the Modules section on Canvas), referring to the Framing Comments posted with the readings.

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
2 Conn:	9/13	**1) Transformative Education and Self-Evolution Theory** -Be able to describe and explain the basic concepts of transformative learning and its relationship to development. -Be able to describe and explain the basic concepts of self-evolution and how it develops over time. -Become familiar with the potential impact of higher education on adults' ability to successfully navigate the challenges of career, family, and community demands and dynamics. -Be able to describe and explain the qualitative differences between and among increasingly complex ways of making meaning - Be able to define "constructivist" and "developmental" and to articulate the major concepts associated with this approach	**1) Transformative Education** Mezirow, J. (1997). Transformative learning: Theory to practice. In P. Cranton (Ed.), *Transformative learning in action: Insights from practice*. New Directions for Continuing Education, *74*, 5-12. Johnson-Bailey, J. & Alfred, M. V. (2006). Transformational teaching and the practices of Black women adult educators. *New Directions for Adult and Continuing Education, 109*, 49-58. **2) Self-Evolution Theory** King, P. M. (2015). Developmental theory. In J. Bennett (Ed.), *Encyclopedia of Intercultural Competence* (pp. 225-229). Thousand Oaks, CA: Sage Publications. Berger, J. G. (2012). Making sense. In *Changing on the job: Developing leaders for a complex world* (pp. 7-26). Stanford, CA: Stanford University Press. Kegan, R. (2000). What "form" transforms? A constructive-developmental approach to transformative learning. In J. Mezirow and Associates, *Learning as transformation: Critical perspectives on a theory in progress* (pp. 35-69). San Francisco: Jossey-Bass. Taylor, K. B. (2008). Mapping the intricacies of young adults' developmental journey from socially prescribed to internally defined identities, relationships, and beliefs. *Journal of College Student Development 49*(3), 215-234. **3) Introduction to the Interview Project** (Step 1): This project requires interviewing skills aimed at understanding the interviewee's background and meaning making in the context of his or her life experiences (past and current) across developmental dimensions. *Start thinking of potential current undergraduate students you might interview for this purpose*. You may choose a student in any year of enrollment; I strongly recommend identifying someone you could interview in person. This project requires interviewing the student 3 times this term, starting in October.

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
			4) Optimal Class Interactions-Exchange of Ideas
3 Conn:	9/20	.	Self-Evolution Theory-2 1) Baxter Magolda, M. B. (2001). Complex lives. In M. B. Baxter Magolda, *Making their own way: Narratives for transforming higher education to promote self-development* (pp. 3-36). Sterling, VA: Stylus Publishing. [NOTE: Focus on pp. 1-26 for today.] 2) Baxter Magolda, M. B. (2008). Three elements of self-authorship. *Journal of College Student Development, 49*(4), 269-284. 3) Baxter Magolda, M. B., & Crosby, P. C. (2011). Preparing students and graduates to navigate life's challenges: A dialogue on self-authorship and the quest for balance of agency and communion. *Journal of College & Character, 12*(3), 1-11. 4A) Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. *Journal of College Student Development, 44*(6), 797-812. **OR** 4B) King, P. M., Baxter Magolda, M. B. & Massé, J. (2011). Maximizing learning from engaging across difference: The role of anxiety and meaning making. *Equity & Excellence in Education, 44*(4), 468-487. Posted Handouts **2) Optimal Class Interactions, continued**
4 Conn: Pres:	9/27	Cognitive Development-1 -Be able to accurately describe Perry's models of cognitive development and the Reflective	Perry, W. G., Jr. (1981). Cognitive and ethical growth: The making of meaning. In A. Chickering and Associates, *The Modern American College* (pp. 76-116). San Francisco: Jossey-Bass, Publishers. King, P. M. ((2017). Cognitive development and student learning. In J. Schuh, S. R.

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
		Judgment Model. Be able to link the kinds of statements people say about their knowledge and beliefs (from characters in movies or novels, editorials, overheard conversations, etc.) to their underlying assumptions -What elements of cognitive development you have read about so far that you find most insightful? -What do you see as the role of cognitive development in self-authorship?	Jones, & V. Torres (Eds.), *Student services: A handbook for the profession* (6th ed.), pp. 169-184). San Francisco: Jossey-Bass. Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D. & Renn, K. A. (2010). Perry's theory of intellectual and ethical development. *Student development in college: Theory, research, and practice* (2nd Edition), pp. 82-98. San Francisco: Jossey-Bass. Practice Interviewing-Review General Instructions
5 Conn: Pres:	10/4	Cognitive Development-2 -How does development in RJ differ from Perry's description of development? -To what degree does the RJ model address the deficiencies of Perry's theory? What deficiencies remain unaddressed? -What does it mean to say that development at one RJ level lays the foundation for development at the next level? -Is cognitive development gender-related? If so, in what ways? What do you make of the research	**The Reflective Judgment Model** Kitchener, K. S. & King, P. M. (1990). The Reflective Judgment model: Transforming assumptions about knowing. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp. 157-176). San Francisco: Jossey-Bass. King, P. M. and Kitchener, K. S. (2002). The reflective judgment model: Twenty years of research on epistemic cognition. In B. K. Hofer and P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing,* (pp. 37-61). Mahwah, New Jersey: Lawrence Erlbaum. In addition: 3A) King, P. M. & Kitchener, K. S. (1994). Fostering Reflective Judgment in the college years. *Developing Reflective Judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults* (pp. 223-257). San Francisco: Jossey-Bass. **OR** 3B) Huba, M. E. & Freed, J. E. (2000). Ch. 7: Assessing students' ability to think

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
		on this question? -Would you be skeptical if gender differences were – or weren't – found? Why?	critically and solve problems. *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 201-232). Needham Heights, MA: Allyn & Bacon. **OR** 3C) Cajete, G. A. (2005). American Indian epistemologies. In Mary Jo Tippeconic Fox, Shelly C. Lowe, George S. McClellan (Eds.) Serving Native American students. *New Directions for Student Services, 109*, 69-78.
6 Conn: Pres:	10/11	Interpersonal Development-1: Citizenship and Higher Education -How could educators' efforts to foster students' commitment to a larger social good be informed by knowledge of moral development? -What kinds of collegiate experiences have high potential for preparing students to achieve diversity and citizenship outcomes? -What are key features of programs designed to promote character development (e.g., empathy, moral reasoning, ethical sensitivity, academic integrity) on a college campus?	Colby, A. (2008). Fostering moral and civic development of college students. In L. P. Nucci & D. Narvaez (Eds.), *Handbook of moral and character education* (pp. 391-413). New York: Routledge. Colby, A. & Sullivan, W. M. (2009). Strengthening the foundations of students' excellence, integrity, and social contribution. *Liberal Education, 95*(1), 22-29. Brandenberger, J. W. & Bowman, N. A. (2015). Prosocial growth during college: Results of a national study. *Journal of Moral Education, 44*(3), 328-345, DOI: 10.1080/03057240.2015.1048792 Musil, C. M. (2003). Educating for citizenship. *Peer Review 5*(3), 4-8. Purce, T. L., (2014). The habit of civic engagement. In J. N Reich (Ed.), *Civic engagement, civic development, and higher education: New perspectives on transformational learning* (pp. 13-17). Washington, DC: Bringing theory to practice. AACU Core Commitments: Educating Students for Personal and Social Responsibility: Familiarize yourself with the resources on this website [http://www.aacu.org/core_commitments/]; it provides an overview to the AACU Core Commitments Project, along with recent publications. Focus here on the dimensions, the guiding philosophy, and Presidential Call to Action, and these two rubrics: AACU VALUE Rubrics: Ethical Reasoning, Teamwork, Civic Engagement

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
7 Conn: Pres:	10/18	Interpersonal Development-2: Moral Judgment Development in Higher Education -Identify moral attributes that develop over time. -Be familiar with ways programs are designed to enhance character development and citizenship outcomes. -Be familiar with structural similarities between cognitive and character development.	Rest – Four Component Model (FCM) summary Rest – Functions of Moral Thinking (summary handout) Gielen, U. (1991). Kohlberg's moral development theory. In L. Kuhmerker (Ed.), *The Kohlberg legacy for the helping professions* (pp. 18-38). Birmingham, AL: R.E.P. Books. http://ww3.haverford.edu/psychology/ddavis/p109g/kohlberg.dilemmas.html Kohlberg, L. (1991). My personal search for universal morality. In L. Kuhmerker (Ed.), *The Kohlberg legacy for the helping professions* (pp. 11-17). Birmingham, AL: R.E.P. Books. King, P. M. (2009). Principles of development and developmental change underlying theories of cognitive and moral development. *Journal of College Student Development, 50th Anniversary Issue, 50*(6), 597-620. King, P. M. & Mayhew, M. J. (2002). Moral judgment development in higher education: Insights from the Defining Issues Test. *Journal of Moral Education, 31*(3), 247-270. Engberg, M. E. & Porter, K. B. (2013). Conceptualizing the linkages between diversity experiences and moral development. *Journal of College and Character, 14*(4), 289-299. *Note. There are many supplemental articles posted for this unit. I suggest you browse through at least the titles so you are aware of them as possible resources.*

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
8 Conn: Pres:	10/25	**Critical Perspectives on Student Development**	Review Johnson-Bailey & Alfred (2006) from the Week 1 readings. Jones, S. R, & Stewart, D-L. (2016). The evolution of student development theory. In E. Abes (Ed.), Critical perspectives on student development theory. *New Directions for Student Services, 154*, 17-28. Taylor, K. (2016). Diverse and critical perspectives on cognitive development theory. In E. Abes (Ed.), Critical perspectives on student development theory. *New Directions for Student Services, 154*, 29-41. Hernandez, E. (2016). Utilizing Critical Race Theory to examine race/ethnicity, racism, and power in student development theory and research, *Journal of College Student Development (57)*2, pp. 168-180. Abes, E. & Hernandez, E. (2016). Critical and poststructural perspectives on self-authorship. In E. Abes (Ed.), Critical perspectives on student development theory. *New Directions for Student Services, 154*, 97-108. Johnston-Guerrero, M. (2016). Critical and diverse perspectives on racial and ethnic identity development. In E. Abes (Ed.), Critical perspectives on student development theory, *New Directions for Student Services, 154*, 43-55. Anzaldúa, G. E. (2002). Now let us shift …the path of conocimiento … inner work, public acts. In G. E. Anzaldúa & Keating, A. (Eds.) *This bridge we call home: Radical visions for transformation*, pp. 540-579. New York: Routledge. CHECK IN: Mid-term feedback

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
9 Conn: Pres:	11/1	**Intrapersonal Development-1: Multiple and Integrated Dimensions of Identity Development in Higher Education** **Goals** -Understand identity as complex and multifaceted, with different aspects being more salient at different times and in different contexts. -Examine traditional identity development models with an eye toward their application with different populations and student subgroups.	Zaytoun, K. (2005). Identity and learning: The inextricable link. *About Campus: Enriching the Student Learning Experience, 9*(6), 8-15. Torres, V. & McGowan, B. (2017). Perspectives on identity development. In J. Schuh, S. Jones, & V. Torres (Eds.), *Student services: A Handbook for the profession* (6th ed.), pp. 185-204. San Francisco: Jossey-Bass. [For an alternative description that focuses on ethnicity, see Ortiz & Santos (2009) [Chapter 2: Ethnic identity's theoretical and research traditions, pp. 21-61] in the Supplemental Readings.] Jones, S. R. & Abes, E. S. (2013). Reconceptualized model of multiple dimensions of identity. In *Identity development of college students: Advancing frameworks for multiple dimensions of identity,* (pp. 97-121). San Francisco: Jossey-Bass. Discuss Final Projects; select an option by next week.
10 Conn: Pres:	11/8	**Intrapersonal Development-2: Identity Development in Higher Education: Dynamics of Race/Ethnicity/Culture** **Goals** -Understand the roles of race, ethnicity, and culture as aspects of one's own and others' identity -Understand why race is considered a social construction and how this affects social interactions around issues of race -Understand the main tenets of theories of racial and ethnic	Read at least THREE chapters or articles on different racial or ethnic identity theories, such as the examples that were briefly described in the clusters on race and ethnicity in the Torres and McGowan chapter from last week. Many other articles are listed the Supplemental Readings for this week. [Note: For this purpose, be sure to select readings that focus on racial or ethnic identity and/or identity development.] This is an opportunity for you to explore the scholarship about your own racial/ethnic identity and/or to learn about racial/ethnic identity development among members of a different group. *Share the name of your selected articles to Kamaria by the Monday prior to this class.* Bring copies of your selected articles to class and be prepared so share your reactions and perspectives. Torres, V. (2009). The developmental dimensions of recognizing racist thoughts. *Journal of College Student Development, 50* (5), 504-520.

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
		identity development -Be able to articulate a wide variety of factors that affect the development of racial and ethnic identity development	
11 Conn: Pres:	11/15	Intrapersonal Development-3: Identity Development: Gender Identity, Sexual Orientation **Goals** -Understand the roles of gender and sexual orientation as aspects of one's identity. -Be able to articulate a wide variety of factors that affect the development of gender identity and sexual orientation and the "performance" of identity.	Gender Identity Patton, L. D., Forney, Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Gender and gender identity development. *Student development in college: Theory, research, and practice* (3rd ed.), pp. 175-195). San Francisco: Jossey-Bass. Sax, L. (2009). Gender matters: The variable effect of gender on the student experience. *About Campus: Enriching the Student Learning Experience* (May-June), 2-10. Porter, C. J. & Dean, L. A. (2015). Making meaning: Identity development of Black undergraduate women. *NASPA Journal about Women in Higher* Education (8)2, 125-139. DOI: 10.1080/19407882.2015.1057164 Edwards, K. E. & Jones, S. R. (2009). Putting my man face on: A grounded theory of college men's gender identity development. *Journal of College Student Development, 50*(2), 210-228. Sexual Identity/Orientation Bilodeau, B. L. & Renn, K. A. (2005). Analysis of LGBT identity development models and implications for practice. In R. L. Sanlo (Ed.), *Sexual orientation and gender identity*. New Directions for Student Services, 111, pp. 25-40. San Francisco: Jossey-Bass. Dilley, P. (2005). Which way out? A typology of non-heterosexual male collegiate identities. *Journal of Higher Education, 76*(1), 56-88.

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
			Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *2010 State of higher education for lesbian, gay, bisexual, and transgender people* (Executive Summary). 2010 National Campus Climate Survey. Charlotte, NC: Campus Pride.
12	11/22		*To provide flexibility for those traveling for Thanksgiving, we will not have a regular class meeting this week. I will make additional office hours available the preceding week for those seeking to discuss course-related issues.*
13 Conn:	11/29	**Using Student Development Theory to Support Students' Development** Being an Ally -Show awareness of the interplay between one's own identity and practices designed to enhance others' development -Understand the basis of perspectives on allyhood. LPM -Apply understanding of student development theory to the design of collegiate practices, programs, and policies -Link theory-based abstract concepts to practical administrative decisions	**Using Student Development Theory to Support Students' Development** Being an Ally to Others Across Social Identities Edwards, K. E. (2006). Aspiring social justice ally identity development: A conceptual model. *NASPA Journal, 43*(4), 39-60. Waters, R. (2010). Understanding allyhood as a developmental process. *About Campus: Enriching the Student Learning Experience, 15*(5), 2-8. Learning Partnerships Model (LPM) Baxter Magolda, M. B. (2004). Learning Partnerships Model: A framework for promoting self-authorship. In M. B. Baxter Magolda & P. M. King (Eds.), *Learning partnerships: Theory and models of practice to educate for self-authorship* (pp. 37-62). Sterling, VA: Stylus Publishing. Developmental Curriculum Taylor, K. & Haynes, C. (2008). A framework for intentionally fostering student learning. *About Campus: Enhancing the Student Learning Experience*, 13*(5), 2-11.* Taylor, K. & Baxter Magolda, M. B. (2015). Building educators' capacities to meet twenty-first century demands. *About Campus: Enhancing the Student Learning Experience, 20*(5), 16-25.

Week	Date	Topics and Learning Goals	Readings, Homework, Other Assignments
		-In designing practices, show sensitivity to differences between and among individuals, subgroups, and institutional contexts.	[Note: Several examples using the LPM are posted in the "W13 Supplemental Readings" folder. *Select at least one of these to discuss in class.*] In class: Practice Creating a Developmental Curriculum In class: Practice applying the LPM for the student you interviewed.
14	12/6	Last Day of Class	**Theory Refinement, Integration, and Application** Perez, R. J., Shim, W., King, P. M. & Baxter Magolda, M. B. (2015). Refining King and Baxter Magolda's model of intercultural maturity. *Journal of College Student Development*, 56(8), 759-776 *Remember to complete your course evaluations!* I value your feedback and suggestions.