

EDUC 662: LEARNING AND DEVELOPMENT IN HIGHER EDUCATION

MONDAYS, 1:00 – 4:00 PM, SEB 2229

FALL 2023

INSTRUCTOR:

Dr. Rosemary J. Perez, Ph.D.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

GRADUATE STUDENT INSTRUCTOR:

Angie Kim

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

LAND ACKNOWLEDGMENT

University of Michigan resides on the traditional territories of the Anishinaabe or People of the Three Fires, namely the Ojibwe, Odawa, and Bodewadmi Nations. In 1817, these nations forcibly ceded this land through the Treaty at the Foot of the Rapids some of which was designated for “a college at Detroit” at which Indigenous peoples were eligible to enroll. As we occupy this land, we recognize and affirm that Indigenous peoples who live here now and those who were forcibly removed from this space. We also acknowledge the historic and ongoing struggles for Indigenous sovereignty, the effects of colonial violence, and the erasure of Indigenous peoples.

OVERVIEW OF COURSE

Administrative and teaching effectiveness in postsecondary educational settings is shaped by one’s familiarity with and appreciation for the unique developmental needs of students. Student outcomes can be significantly enhanced when individuals understand and intentionally apply appropriate theoretical frameworks to their work with campus programs, services, curricula, and pedagogical practices. Exposure to student development theory is essential in the academic preparation of postsecondary administrators and faculty, as students should be the primary focus of current and future efforts in higher education. To this end, this course examines and critiques patterns of intellectual, identity, and psychosocial development among older adolescents and adults, and how these relate to learning and development of desired outcomes of postsecondary education. Ultimately, this course is intended to help educators to become more reflective and intentional facilitators of environments and experiences that offer healthy, constructive developmental opportunities for all students in postsecondary education.

COURSE OBJECTIVES

This course will provide an overview of theories used to understand and to promote college student development. By the end of this course, students will be able to:

- Understand the history of student development theory, and how it is and has been created, used, and extended over time.
- Evaluate their assumptions about theory and of student development.

- Describe the underlying assumptions and features of student development theories within and across the cognitive, interpersonal, and intrapersonal domains of development.
- Recognize how the environments students are situated within, including those created by educators, affect development.
- Articulate how their identities and experiences have influenced their development within and across various domains (i.e., cognitive, interpersonal, intrapersonal).
- Apply theories of development to understand current college students' experiences and ways of making meaning.
- Identify how they can use student development theory to inform their practice.
- Critically evaluate the strengths and limitations of existing student development theories and their use in practice.

COURSE DESIGN

As educators, we care deeply about your personal and your academic success. We are collectively navigating the effects of a global pandemic and climate change, and some members of our learning community are further targeted by anti-Black racism, nativism, heterosexism, cissexism, classism, and other forms of oppression that are always present but are manifesting themselves in particularly violent ways in our current sociopolitical context.

Each week of the course is designed as a distinct module that will explore a particular concept or set of theories related to student learning and development. The modules will open at least a week before we devote time to exploring a particular set of ideas as a learning community and will contain material that will help you further engage with the assigned reading in the syllabus. Given the design of the course, you will need to log into our course management site, Canvas, on a weekly basis to access course materials and to complete assignments. To successfully complete the course, you will need to participate over the duration of the term and cannot complete all the required work in a compressed amount of time.

REQUIRED TECHNOLOGY

Engagement in this course will require that you have access to the following:

- A computer or tablet with internet access
- A web browser (e.g., Google Chrome, Internet Explorer)
- Canvas (<https://canvas.it.umich.edu>)
- Microsoft Word or an equivalent word processor
- A PDF reader – Adobe PDF reader (free download available at <https://get.adobe.com/reader/>), Preview, etc.

UNIVERSITY OF MICHIGAN'S COMMITMENT TO DIVERSITY, EQUITY, & INCLUSION

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

INSTRUCTOR COURSE EXPECTATIONS AND POLICIES

Learning Community Expectations

All participants in this course are members of a learning community. Our primary commitment is to learn from each other, from course materials, and from our work. While there are differences amongst us in our backgrounds, skills, interests, values, scholarly orientations, and experiences we hope we can create the type of learning environment that fosters success for all. Our commitments to each other will be particularly important as we individually and collectively navigate the stress and ambiguity of the COVID-19 pandemic, climate change, and the ongoing struggle for racial and other forms of justice. To this end, we ask that all members of our community:

- Share their energy, ideas, and experiences with the group
- Speak their truth
- Challenge themselves throughout the semester
- Know when to step up and when to step back in conversations
- Assume that others are doing the best that they can to learn from and engage with the material
- Look for the truth in what you oppose and the error in what you espouse
- Express disagreement with ideas, statements, and ideologies rather than with individual's personhood and humanity
- Be open to receiving feedback and challenge from others in the group
- Grant others and ourselves grace
- Do their best to use technology (e.g., cell phones, laptops) for course related purposes only (e.g., no email, Facebook, web browsing, etc.) while we are meeting synchronously

Class Participation

This course requires your active engagement in class activities, including interactive lectures, dyads, small group discussions and other interactive activities. Our class meetings are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, and learn about others' perspectives. Your comments, whether fully developed or still under construction, are welcome as we work together to understand the strengths and limitations of specific ideas and their

utility. To participate effectively, you will need to read and to critically assess the arguments, practices, or ideas in the assigned texts. Noting key points, posing questions, and connecting ideas and concepts as you read will help you prepare to actively participate in class.

Please review the schedule of readings in advance so that you will have time to fully prepare for each class meeting. The quality of our discussions relies on your ability to talk, write, and think about the ideas we encounter.

That being said, engaging in course meetings can be taxing, and we are cognizant that people are navigating multiple forms of stress and fatigue created the pressures of graduate school and the realities of our world. Please know that our class will use multiple forms of engagement (e.g., large group, small group, free write) during our meetings so there will several ways to participate in the learning community.

Absences

Class attendance and engagement is critical our collective learning and to your success in this course. However, circumstances occasionally arise when your presence may be required elsewhere or you may need to attend to personal matters, including your health and well-being given these uncertain times. If you are not feeling well or if you believe you have been exposed to a contagious illness, please do focus on your health and that of our learning community and do not attend class in person.

Should you need to miss class, please let Dr. Perez know in advance when possible and arrange to obtain notes, handouts, etc. and review class activities with at least one classmate. Attendance is will not be graded in this course and we are assuming that people are doing the best they can to be present and to learn independently and alongside others in our learning community. All materials used by the instructors in class (e.g., slides, activities) will be accessible to you through Canvas and we are happy to answer questions about course content during office hours.

Course Announcements

Announcements related to the course will be posted on a regular basis. Please check Canvas and your university email regularly to access this information.

Email Communication

Email is the best way to reach us. We check email regularly (every 2-3 hours) Monday through Friday between 9:00 am and 5:00 pm. We typically respond to messages within 24-hours, except when they are sent over the weekend. Messages sent after 5:00 pm on Friday may not receive a response until the following Monday morning.

We will use students umich.edu email addresses for course related communication. If you choose not to use this email address, we suggest that you set your umich.edu address to automatically forward to the alternate email address of your choice.

Office Hours

If you would like to meet with Dr. Perez to discuss the course, please [REDACTED] at least 24 hours in advance. Most office hours will occur via Zoom though Monday and some

Tuesday office hours can occur in person. If you'd prefer to meet via phone, we can do that as well. If the meeting times listed for office hours do not work with your schedule, please send me some alternative meeting times and we will find a time to connect.

Assignments, Due Dates, and Feedback

All written assignments should adhere to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (7th ed.). All papers must be typed, double-spaced, using 12-point font and one inch, left-justified margins unless otherwise specified.

Please plan to submit your work electronically as a Microsoft Word attachment to Canvas unless the assignment instructions indicate otherwise. Your assignments should be submitted with the following nomenclature: Last Name_Assignment Name (e.g., Perez_My Story Paper).

We also expect that you will do your best to meet each assignment submission deadline except when unforeseen circumstances arise. If you need to turn in an assignment late, please alert Dr. Perez as soon as possible. Assignments that are submitted late may not receive full credit unless arrangements have been made with the lead instructor.

Group presentations will be graded within one week. Papers and your final project will be graded within two weeks; detailed feedback will be provided via the grading rubrics and electronic notes in your written assignments. Grades for assignments will be posted after all assignments that have been submitted on time have been graded.

STATEMENT ON FAMILIAL CARE DURING CLASS

We recognize that many graduate students are managing multiple roles and for some this includes being a parent/guardian, engaging in elder care, or caring for other family members. The challenges of work-life negation and managing these caretaking roles have only been exacerbated by the COVID-19 pandemic.

For those who need support negotiating familiar care, the Work-Life Resource Center (<https://hr.umich.edu/about-uhr/service-areas-offices/work-life-resource-center>) and Students with Children website (<http://www.studentswithchildren.umich.edu/>) has resources that may be of interest to you.

While we are meeting, these guidelines are intended to support the multiple needs of learners in our community:

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all individuals can pump sufficient milk, and not all babies will take a bottle reliably, students should not have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- We understand that those in your care may require your attention while we are meeting, and this may put you in a position to decide between filling your responsibilities as a caretaker and as a student. Please do what you need to do to meet your needs and the needs of others.

This may include leaving briefly to respond to others who require your attention, having “coworkers” join us for class, etc.

- We ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting and caretaking status.

If you are comfortable and anticipate needing an accommodation, we would encourage you to disclose your status as a parent/guardian/caretaker to Dr. Perez. While we hold the same high expectations for all members of our learning community, we hope to support you as you navigate graduate school and parenting and/or caretaking.

BASIC NEEDS STATEMENT

If you are facing challenges securing food, housing, and adequate financial support and believe this may affect your performance in the course, please consider contacting [Dean of Students Office](#) the via phone at (734) 764-7420 or via email at deanofstudents@umich.edu. Information about the Dean of Students Office is available at <https://deanofstudents.umich.edu/>.

The Maize & Blue Cupboard located in the basement of Betsy Barbour Residence Hall may also be of assistance to you. Information on this campus resource can be found here: <https://mbc.studentlife.umich.edu/>

The Rackham Graduate School also has emergency financial assistance should you experience an emergency or one-time unusual, or unforeseen expenses as you matriculate. Information about the Rackham Graduate Student Emergency fund is here: <https://rackham.umich.edu/rackham-life/finances/#emergency-assistance>

If you are comfortable, we also encourage you to also share the information with Dr. Perez. This will enable us to provide additional resources and information.

STUDENT MENTAL HEALTH AND WELL-BEING

Graduate school is inherently stressful, and this stress is exacerbated by the COVID-19 pandemic, ongoing anti-Black racism and racialized violence, and other forms of marginalization and oppression that target those with minoritized identities. The 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 or <https://caps.umich.edu/>. CAPS provides support during business hours and has resources for urgent support after hours. The Marsal School of Education also has an embedded counselor, Nicole Holtzman, LLSW. Appointments with Nicole can be made here: <https://umichcaps.titaniumhwc.com/EMEducation>

You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>. For alcohol or drug related services,

see www.uhs.umich.edu/aodresources. For a listing of other stress and mental health resources available on and off campus, visit: <https://uhs.umich.edu/stressresources>.

ACCOMMODATIONS

Students with Disabilities

If you are disabled and anticipate needing accommodations in this course, please contact Dr. Perez to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with Dr. Perez, please apply for and obtain recommendations for accommodations from Services for Students with Disabilities, located in G-664 Haven Hall. Their telephone number is (734) 763-3000 and their email address is ssdoffice@umich.edu. Information on applying for accommodations can be found here: <https://ssd.umich.edu/>

Religious Accommodation

The University of Michigan is committed to making every reasonable effort to allow members of the University community to observe their [religious holidays](#) without academic penalty. Those who have religious or cultural observations that conflict with class or with assignment due dates should inform Dr. Perez in writing. We encourage you to honor your religious and cultural holidays/practices and will work with you to provide reasonable accommodations.

Students Representing the University in an Official Capacity Off-Campus

There may be instances when students must miss class due to their commitment to officially represent the University. These students may be involved in the performing arts, scientific or artistic endeavors, intercollegiate athletics, or assistantship/internship responsibilities. If you know you will miss class to represent the University, please inform Dr. Perez in writing when you will be absent, preferably during the first two weeks of classes. Please know that you will need to make up any missed course related activities and are responsible for acquiring information discussed in class.

HARASSMENT AND DISCRIMINATION

The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. If you have experienced harassment or discrimination, you can seek assistance from me, other faculty or staff members you trust, the [Graduate Student and Program Consultation Services Office](#) at (734) 764-4400 or rackham-gspcs@umich.edu, a representative from the [Office of Student Conflict Resolution](#) at (734) 936-6308 or oscr@umich.edu if the harassment or bias-incident involves another student, or the [Equity, Civil Rights, & Title IX Office](#) at 734-763-0235.

I, Dr. Perez, am committed to creating a learning environment for my students that is free of Prohibited Conduct, including gender-based and sexual harassment, sexual violence, retaliation, and a hostile environment based on discrimination and intimidation. I acknowledge the power differentials between instructors and students, and the prohibition of “Covered Relationships” (sexual, romantic, or dating) between instructors and students. To accomplish this, I pledge to:

Conduct office hours with my door open.

Students who wish to have confidential conversations with me may schedule a private meeting via Zoom or may ask to have a closed-door meeting. But this closed-door meeting must be made on your request in writing, even on the spot. I will never suggest a closed-door meeting myself because of the power dynamic.

Document all pre-scheduled meetings between the instructor and the student via Google Calendar (or other software) and/or university email.

Students who email to request an office hour appointment should expect to receive an email confirmation or a Google Calendar or Calendly invitation from me, or, upon my email confirmation and request, may send me a Google Calendar or Calendly invitation for this meeting. The purpose is to provide a permanent record of the meeting and to ensure that all class activities are documented and transparent. Students who choose to drop by for informal meetings are welcome to do so, but there will be no documentation provided. (See above for open-door policy.)

Choose meeting locations and conduct meetings with student and instructor safety in mind.

All individual meetings between instructor/student will take place at university venues. Off-campus meetings, trips or events must engage with course material. Off-campus meetings will not involve alcohol or take place at locations that serve alcohol. If the class goes out for a meal, it will be at a cafe or restaurant that does not serve alcohol. The location/day/time of any off-campus meetings between the instructor and students will be documented in Google Calendar or Calendly.

Conduct all individual communications using the University platforms (e.g., email, Canvas, Slack, etc.) with the caveat that we may use non-University platforms set up by students (such as GroupMe) only if they include all students in the class.

There will be no instructor-student private communications on any non-University platforms, such as social media, GroupMe, personal phone numbers, What's App, etc.

Provide information to you about how to report sexual and gender-based misconduct, and am available to share information with the University at Michigan-Ann Arbor at your request.

People in certain roles are considered "Individuals with Reporting Obligations" (IROs) and are required to report suspected Prohibited Conduct to the Equity, Civil Rights and Title IX Office at the University of Michigan. I, your instructor, am not an IRO. Examples of Individuals with Reporting Obligations (IRO) include:

- Dean Elizabeth Moje (moje@umich.edu)
- Associate Dean of Research and Graduate Studies, Mike Bastedo (bastedo@umich.edu)
- CSHPE Department Chair, Lisa Lattuca (llatt@umich.edu)
- Vice President for Student Life, Martino Harmon (harmonma@umich.edu)
- If you live on campus, your Resident Advisor

You may submit a complaint about assault or harassment to the Equity, Civil Rights and Title IX Office at the University of Michigan (ECRT). The link to reporting at each of the three campuses: <https://sexualmisconduct.umich.edu/reporting-process/reporting-to-the-university/>

Please note that Title IX offices often distinguish between making a "report," which does not launch an investigation, and filing a "complaint," which does.

This study, by Nicole Bedera, describes why there are so few investigations, even when survivors originally intend to report. We recommend this reading for anyone considering reporting, as a means to empower you through that process. Bedera's study is called *Settling for Less: How Organizations Shape Survivors' Legal Ideologies Around College Sexual Assault*. Dissertation the Department of Sociology, University of Michigan, 2021
https://deepblue.lib.umich.edu/bitstream/handle/2027.42/171400/nbedera_1.pdf?sequence=1

Other reporting options include:

- Reporting an assault through 911
Dialing 911 from your cell phone will take you to local police. Dialing 911 from a campus phone will dial to the University police dispatch.
- Reporting an assault to Local Police
Ann Arbor Police
Non-emergency Dispatch: 734-994-2911
- Reporting an assault to University Police
UM-Ann Arbor Division of Public Safety and Security (DPSS) / Special Victims Unit
To report an incident: 734-763-1131
- Reporting a violation related to gender/race to the U.S. Department of Education, Office of Civil Rights.
<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>

Resources for survivors are available:

Avalon Healing Center | 313-474-SAFE

[Avalon Healing Center](#) offers immediate crisis intervention, advocacy and medical-forensic healthcare for survivors of sexual violence of all ages 24 hours 7 days a week. A team of multifaceted and diverse professional counselors centered around empowerment and empathy toward survivors provide survivor-centered, trauma informed and culturally competent services.

Counseling and Psychological Services ([CAPS](#)) | (734) 764-8312

As noted earlier in the syllabus, CAPS services include tele-counseling, personal counseling, crisis support, virtual outreach, and referrals to community provider.

Sexual Assault Prevention and Awareness Center ([SAPAC](#))

734-764-7771 | sapac@umich.edu

The SAPAC Survivor Care Team consists of full-time, professional Case Managers and Advocates, and highly trained U-M Master of Social Work interns. Their team is here to help, and provides a wide array of supportive services for survivors of sexual assault, intimate partner violence, stalking, sexual harassment, and gender-based harassment.

ADDITIONAL RESOURCES

You may find these on-campus and virtual resources helpful as you develop your work:

Sweetland Center for Writing

sweetlandinfo@umich.edu | (734)764-0429

<https://lsa.umich.edu/sweetland>

Rackham Graduate School Professional Development

(734) 647-4013

<https://rackham.umich.edu/professional-development/>

REQUIRED TEXTS

Abes, E. S., Jones, S. R., & Stewart, D-L. (Eds.). (2019). *Rethinking college student development theory using critical frameworks*. Stylus.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Garvey, J. C., Harris, J. C., Means, D. R., Perez, R. J., & Porter, C. J. (Eds.) (2019). *Case studies for student development theory: Advancing social justice and inclusion in higher education*. Routledge.

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice* (3rd ed.). Jossey-Bass.

The books associated with the course, with the exception of the APA Manual, are available as e-books from the University of Michigan library. Please note that if you use electronic books, the page numbering may differ, and you should refer to chapter titles accordingly.

Selected readings will be posted to Canvas. Other readings in our weekly schedule will have a star (*) next to them and you are expected to locate them on the University of Michigan Libraries website and download them for yourself.

Directly downloading materials is one means of ensuring authors and journals are given credit for their contribution to the class. This is particularly important since downloads are tracked by publishers and some institutions may include downloads as a metric for the author's impact on the field. Accessing articles through the library website demonstrates that journals are used regularly and signals to the library that they should maintain a subscription. To look for articles, you can search by [online journal](#) or by [article](#) using various University of Michigan Library databases.

ASSIGNMENTS (SEE INSTRUCTIONS IN SYLLABUS APPENDIX)

<i>Assignment</i>	<i>Percent Grade</i>	<i>Due Dates</i>
My Story Paper	10%	September 11, 2023
Theory to Practice Facilitation	15%	Dates vary
Student Interview Memos (3)	15% (5% each)	October 18, 2023 November 6, 2023 November 27, 2023
Student Interview Analysis #1	20%	October 18, 2023
Student Interview Analysis #2 <i>or</i> #3	20%	November 6 or 27, 2023
Final Integrative Project	20%	December 11, 2023

GRADING SCALE

A = 100 – 94	B+ = 89 – 87	C+ = 79 – 77	D = 69 – 60
A- = 93 – 90	B = 86 – 84	C = 76 – 74	F = 59 & Below
	B- = 83 – 80	C- = 73 – 70	

***NOTE REGARDING LETTER GRADES:**

Simply meeting the instructor’s expectations constitutes “B” work; going above and beyond is “A” work; and failing to meet the minimum expectations will result in a grade of “C” or lower. These expectations will be clearly communicated through the use of grading rubrics for each assignment that are intended to assess both the content (e.g., depth of analysis, understanding of course material) and quality of your writing (e.g., clarity, organization, use of APA style).

USE OF GENERATIVE AI

ChatGPT, U-M GPT, and similar technologies are rapidly becoming part of our lives. Generative AI tools can be useful for generating ideas, outlining, editing, and searching for references. However, these tools are not a substitute for your thoughtful analysis and exploration of our course content.

In this course, generative AI tools (i.e., ChatGPT, U-M GPT, etc.) are permitted for the following:

- Brainstorming and refining your ideas;
- Finding information on your ideas of interest;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Analyzing your interview data.
- Completing a draft of a writing assignment (i.e., paper, memo).
- Writing entire sentences, paragraphs or papers to complete class assignments.

ACADEMIC INTEGRITY

Integrity in research and scholarship is a fundamental value of the University of Michigan. It is the responsibility of all students to conduct research and scholarly activities in an ethical manner at all times. An indispensable part of graduate education is for students to become knowledgeable about the responsible conduct of research and scholarship appropriate to their discipline or field of study. Students are responsible for understanding and observing the [Rackham's Academic and Professional Integrity Policy](#). Students are also expected to understand and maintain standards of integrity and professional conduct endorsed by their program that are particular to their field of study and research. As educators, 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.

Students who allegedly engaged in academic and professional misconduct may be reported to the department and to the Rackham Graduate School. Information about the Academic and Professional Integrity Policy and responses to allegations of misconduct are located here:

<https://rackham.umich.edu/academic-policies/section8/>

COURSE OUTLINE

NOTE: The readings are listed in the suggested order that you read them. Often, you will read a broad overview piece first before exploring specific theories in greater depth. Subsequently, you will read extensions of first-wave or foundational theories, critical perspectives, and/or examples of theory in practice.

Class Sessions: Topical Focus	Readings & Assignment Due Dates
<p>August 28 <i>Session 1</i> <u>Course Introduction</u></p> <ul style="list-style-type: none"> • Course overview • Introduction to student development in higher education 	<p>*Penrose, A. M., & Geisler, C. (1994). Reading and writing without authority. <i>College Composition and Communication</i>, 45(4), 505-520.</p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). An introduction to student development theory. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 5-18). Jossey-Bass.</p>
<p>September 4 <i>LABOR DAY – No Class</i></p>	
<p>September 11 <i>Session 2</i> <u>Understanding Theory and its Origins</u></p> <ul style="list-style-type: none"> • History of student development theory • Power & oppression in theory • Formal and informal theory • Using theory in practice • Limitations of theory <p>ASSIGNMENT DUE: My Story Paper</p>	<p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Foundations for understanding student development theory. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 19-50). Jossey-Bass.</p> <p>Jones, S. R. (2019). Waves of change: The evolving history of student development theory. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 7-16). Stylus.</p>

	<p>Harris, J. C., & Poon, O. A. (2019). Critical race theory: Interrogating race and racism in college students' development. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 17-25). Stylus.</p> <p>Wijeyesinghe, C. L. (2019). Intersectionality and student development: Centering power in the process. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 26-33). Stylus.</p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Using student development theory. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 51-64). Jossey-Bass.</p> <p>*Love, P. (2010). Informal theory: The ignored link in theory-to-practice. <i>Journal of College Student Development</i>, 53(2), pp. 177-191.</p> <p>Supplemental readings:</p> <p>*Abes, E.S., (2016). Situating paradigms in student development theory. In E. S. Abes (Ed.), <i>Critical perspectives on student development theory</i> (pp. 17-28). New Directions for Student Services, no. 154. Jossey-Bass.</p> <p>*Patton, L. D., McEwen, M., Rendon, L., & Howard-Hamilton, M. (2007). Critical race perspectives on theory in student affairs. In S. R. Harper and L. D. Patton (Eds.), <i>Responding to the realities of race on campus</i> (pp. 39-53). New Directions for Student Services, no. 120. Jossey-Bass.</p>
<p>September 18 Session 3 <u>Ecological Approaches to Development</u></p> <ul style="list-style-type: none"> Bronfenbrenner's Ecological Model <p><u>Preparing for Student Interview Project</u></p> <ul style="list-style-type: none"> Conducting interviews 	<p><u>Ecological Approaches to Development</u></p> <p>Duran, A., & Jones, S. R. (2019). Context and contextualizing student development using critical theory. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 171-186). Stylus.</p> <p>Bronfenbrenner, U. (1994). Ecological models of human development. In <i>International Encyclopedia of Education, Vol. 3., 2nd Ed.</i> Oxford: Elsevier. Reprinted in Gauvain, M. & Cole, M. (Eds.), <i>Readings on the development of children, 2nd Ed.</i> (1993, pp. 37-43). Freeman.</p> <p>*Renn, K. A., & Arnold, K. C. (2003). Reconceptualizing research on college student peer culture. <i>Journal of Higher Education</i>, 74 (3), 261-291.</p> <p>*Cabrera, N. L., Watson, J. S., & Franklin, J. D. (2016). Racial arrested development: A critical Whiteness analysis of the campus ecology. <i>Journal of College Student Development</i>, 57(2), 119-134.</p>

	<p><u>Preparing for Student Interview Project</u> Weiss, R. S. (1994). Interviewing. In R. S. Weiss, <i>Learning from strangers: The art and method of qualitative interview studies</i> (pp. 61-119). The Free Press.</p> <p>Supplemental readings: *Fish, J., & Syed, M. (2018). Native Americans in higher education: An ecological systems perspective. <i>Journal of College Student Development</i>, 59(4), 387-403.</p>
<p>September 25 Session 4 <u>Cognitive Development 1</u></p> <ul style="list-style-type: none"> • Overview of epistemological and intellectual development • Perry's Theory of Intellectual and Ethical Development 	<p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Epistemological and intellectual development. In <i>Student development in college: Theory, research, and practice</i> (3rd ed.). (READ pp. 314-323). Jossey-Bass.</p> <p>Perry, W. G., Jr. (1981). Cognitive and ethical growth: The making of meaning. In Chickering and Associates, <i>The Modern American College</i> (pp. 76-116). Jossey-Bass.</p> <p>Waterman, S. J., & Bazemore-James, C. (2019). It's more than us: Knowing and knowledge. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 158-170). Stylus.</p> <p>* Okello, W. K., Mithika, S., & McClendon, N. K. (2022). "You have to know that you know that you know": Cognitive reasoning and the potentialities of embodied knowing. <i>Journal of College Student Development</i>, 63(4), 368-382.</p> <p>Supplemental readings: Taylor, K. B., & Reynolds, D. J. (2019). Dissonance. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 94-109). Stylus.</p> <p>*Taylor, K. B. (2016). Diverse and critical perspectives on cognitive development theory. In E. S. Abes (Ed.), <i>Critical perspectives on student development theory</i> (pp. 29-41). New Directions for Student Services, no. 154. Jossey-Bass.</p>
<p>October 2 Session 5 <u>Cognitive Development 2</u></p> <ul style="list-style-type: none"> • King and Kitchener's Reflective Judgment Model • Belenky, Clinchy, Goldberger, & Tarule's Women's Ways of Knowing • Baxter Magolda's Epistemological Reflection Model 	<p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Epistemological and intellectual development. In <i>Student development in college: Theory, research, and practice</i> (3rd ed.). (READ pp. 323-335). Jossey-Bass.</p> <p>Kitchener, K. S. & King, P. M. (1990). The Reflective Judgment model: Transforming assumptions about knowing. In J. Mezirow (Ed.), <i>Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning</i> (pp. 157-176). Jossey-Bass.</p>

	<p>Clinchy, B. M. (2002). Revisiting Women’s Ways of Knowing. In B. K. Hofer and P. R. Pintrich (Eds.), <i>Personal epistemology: The psychology of beliefs about knowledge and knowing</i>, (pp. 63-87). Lawrence Erlbaum.</p> <p>Baxter Magolda, M. B. (2001). Complex lives. In M. B. Baxter Magolda, <i>Making their own way: Narratives for transforming higher education to promote self-development</i> (pp. 3-36). Stylus Publishing [NOTE: Focus on pp. 26-36, her Epistemological Reflection Model, for today.]</p> <p>Baxter Magolda, M. B. (1992), Table 2.1 ER Model</p>
<p>October 9 Session 6 <u>Interpersonal Development 1</u></p> <ul style="list-style-type: none"> • Kohlberg’s Theory of Moral Development • Rest’s Four Components Model of Morality • Gilligan’s Theory of Women’s Moral Development <p><i>Mid-term Evaluation</i></p>	<p>Patton, L. D., Renn, K. A., Guido, F. M., & Quayle, S. J. (2016). Moral development. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 336-354). Jossey-Bass.</p> <p>Salis Reyes, N. A., & Tauala, M. (2019). Indigenous paradigms: Decolonizing college student development theory through centering relationality. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 45-54). Stylus.</p> <p>*King, P. M., (2009). Principles of development and change underlying theories of cognitive and moral development. <i>Journal of College Student Development, 50</i>, 597-620.</p> <p>Rest – Functions of Moral Thinking (summary handout)</p> <p>Rest – Four Component Model (FCM) Summary [For additional detail on the FCM, see pp. 557-560 of the Bebeau & Monson (2008) article in the Supplemental Readings folder.]</p> <p>*Cooper, M., & Schwartz, R. (2007). Moral judgment and student discipline: What are institutions teaching? What are students learning? <i>Journal of College Student Development, 48</i>(5), 595-607.</p> <p>Supplemental readings: Bebeau, M. J., & Monson, V. E. (2008). Guided by theory, grounded in evidence: A way forward for professional ethics education. In L. P. Nucci & D. Narvaez (Eds.), <i>Handbook of moral and character education</i> (pp. 557-582). Routledge.</p> <p>*King, P. M. & Mayhew, M. J. (2002). Moral judgment development in higher education: Insights from the Defining Issues Test. <i>Journal of Moral Education, 31</i>(3), 247-270.</p>
<p>October 16 FALL BREAK – No Class</p> <p>ASSIGNMENT DUE on October 18: Student Interview Memo #1</p>	

<p>Student Interview #1 Analysis (Cognitive Development)</p>	
<p>October 23 <i>Session 7</i> <u>Interpersonal/Intrapersonal Development</u></p> <ul style="list-style-type: none"> • Erikson’s Identity Development Theory • Marcia’s Ego Identity Statuses • Josselson’s Theory • Chickering & Reisser’s Theory of Identity Development • Emerging Adulthood • Culturally relevant perspectives on psychosocial identity development 	<p><u>Psychosocial Theories of Development</u> Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Psychosocial identity development. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 287-313). Jossey-Bass.</p> <p>*Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist, 55</i>, 469-480.</p> <p>*Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), <i>Working with Asian American college students</i>. New Directions for Student Services, No. 97 (pp. 45-59). Jossey-Bass.</p> <p>*Vaccaro, A., Kimball, E. W., Moore, A., Newman, B. A., & Troiano, P. F. (2018). Narrating the self: A grounded theory model of emerging purpose for college students with disabilities. <i>Journal of College Student Development, 59</i>(1), 37-54.</p> <p>*Shalka, T. R. (2020). (Re)Membering the body: Identity development and college student trauma. <i>Journal of College Student Development, 61</i>(4), 456-473.</p> <p>Supplemental readings:</p> <p>*Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? <i>Child Development Perspectives, 1</i>(2), 68-73.</p> <p>*McEwen, M. K., Roper, L. D., Bryant, D. R., & Langa, M. J. (1990). Incorporating the development of African-American students into psychosocial theories of student development. <i>Journal of College Student Development, 31</i>(5), 429-436.</p> <p>Perez, R. J. & Landreman, L. (2018). Emerging adulthood through the lens of social identity. In J. L. Murray & J. J. Arnett (Eds.), <i>Emerging adulthood and higher education: A new student development paradigm</i> (pp. 42-57). Routledge.</p>
<p>October 30 <i>Session 8</i> <u>Social Identity Theory Development</u></p> <ul style="list-style-type: none"> • Identity in the context of power, privilege, & oppression • Approaches to studying social identity <p><u>Intrapersonal Development 1</u></p>	<p><u>Social Identity Theories of Development</u> Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Social identity: Concepts and overview. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 71-92). Jossey-Bass.</p> <p>Stewart, D-L., & Brown, S. (2019). Social construction of identities. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 110-125). Stylus.</p>

<ul style="list-style-type: none"> Gender and Gender Identity Development 	<p><u>Gender Identity Development</u></p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Gender and gender identity development. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 175-195). Jossey-Bass.</p> <p>Josselson, R. (1996). Identity. In R. Josselson, <i>Revising herself: The story of women's identity from college to midlife</i> (pp. 27-44). Oxford University Press.</p> <p>*Edwards, K. E. (2022). Becoming a man: A longitudinal study of men's gender identity development. <i>Journal of College Student Development</i>, 63(2), 185-199.</p> <p>*Lange, A. C. (2022). Transgender College Students' Identity Exploration Processes. <i>Journal of College Student Development</i>, 63(4), 351-367.</p> <p>*Robbins, C. K. (2019). (Re)Framing student development through critical feminist theories. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 35-44). Stylus.</p> <p>Supplemental readings:</p> <p>*Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. <i>Journal of College Student Development</i>, 50(6), 577-596.</p> <p>*Robbins, C. K., & McGowen, B. L. (2016). Intersectional perspectives on gender and gender identity development. In E. S. Abes (Ed.), <i>Critical perspectives on student development theory</i> (pp. 71-83). New Directions for Student Services, no. 154. Jossey-Bass.</p> <p>*Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. <i>Journal of College Student Development</i>, 50, 210-228.</p> <p>*Jourian, T. J., & McCloud, L. (2020). "I Don't Know Where I Stand": Black Trans Masculine Students' Re/De/Constructions of Black Masculinity. <i>Journal of College Student Development</i>, 61(6), 733-749.</p> <p>*Levitt, H. M., & Ippolito, M. R. (2014). Being transgender: The experience of transgender identity development. <i>Journal of Homosexuality</i>, 61(12), 1727-1758.</p>
<p>November 6 Session 9 <u>Intrapersonal Development 2</u></p> <ul style="list-style-type: none"> Sexual Identity Development Faith Identity Development 	<p><u>Sexual Identity Development</u></p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Sexual identity development. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 156-174). Jossey-Bass.</p>

<p>ASSIGNMENTS DUE: Student Interview Memo #2</p> <p>Student Interview #2 Analysis (Interpersonal Development)</p>	<p>*Mollet, A. L. (2020). "I have a lot of feelings, just none in the genitalia region:" A grounded theory of asexual college students' identity journeys. <i>Journal of College Student Development</i>, 61(2), 189-206.</p> <p>*Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities in higher education. <i>Journal of College Student Development</i>, 59(3), 327-346.</p> <p>Denton, J. M. (2019). Queer theory: Deconstructing sexual and gender identity, norms, and developmental assumptions. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 55-63). Stylus.</p> <p><u>Faith Identity Development</u></p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Development of faith and spirituality. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 196-229). Jossey-Bass.</p> <p>*Armstrong, A. (2017). A post-intentional exploration of agnostic college students' experiences. <i>Journal of College Student Development</i>, 58(5), 719-732.</p> <p>*McGuire, K. M., Cisneros, J., & McGuire, T. D. (2017). Intersections at a (heteronormative) crossroad: Gender and sexuality among Black students' spiritual-and-religious narratives. <i>Journal of College Student Development</i>, 58(2), 175-197.</p> <p>Supplemental readings:</p> <p><u>Sexual Identity Development</u></p> <p>D'Augelli, A. R. (1994). Identity development and sexual orientation: toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman (Eds.), <i>Human diversity: perspectives on people in context</i> (pp. 312-333). Jossey-Bass.</p> <p>*Darrow, N. E. T., Duran, A., & Weise, J. A. (2022). "You're not who you thought you were": Narratives of LGBTQ+ college students' ambiguous loss during sexual identity development. <i>Journal of College Student Development</i>, 63(5), 537-554.</p> <p>*Denton, J. M. (2016). Critical and poststructural perspectives on sexual identity formation. In E. S. Abes (Ed.), <i>Critical perspectives on student development theory</i> (pp. 57-69). New Directions for Student Services, no. 154. Jossey-Bass.</p> <p>*Mueller, J. A. & Cole, J. (2009). A qualitative examination of heterosexual consciousness among college students. <i>Journal of College Student Development</i>, 50, 320-336.</p>
--	--

	<p>Wall, V. A., & Washington, J. (1991). Understanding gay and lesbian students of color. In N. J. Evans & V. A. Wall (Eds.), <i>Beyond tolerance: Gays, lesbians and bisexuals on campus</i> (pp. 67-78). Washington, DC: American College Personnel Association.</p> <p><u>Faith Identity Development</u></p> <p>*Means, D. R. (2017). “Quaring” spirituality: The spiritual counterstories and spaces of Black gay and bisexual male college students. <i>Journal of College Student Development</i>, 58(2), 229-246.</p> <p>*Stewart, D-L. (2009). Perceptions of multiple identities among Black college students. <i>Journal of College Student Development</i>, 50(3), 253-270.</p>
<p>November 13 Session 10 <u>Intrapersonal Development 3</u></p> <ul style="list-style-type: none"> • Racial Identity Development • Ethnic Identity Development 	<p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Racial identity development. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 93-128). Jossey-Bass.</p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Ethnic identity development and acculturation. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 129-155). Jossey-Bass.</p> <p>*Johnston-Guerrero, M. P. (2016). Embracing the messiness: Critical and diverse perspectives on racial and ethnic identity development. In E. S. Abes (Ed.), <i>Critical perspectives on student development theory</i> (pp. 43-55). New Directions for Student Services, no. 154. Jossey-Bass.</p> <p>READ ARTICLE ASSIGNED IN CLASS AND AT LEAST ONE ADDITIONAL READING:</p> <p>Accapadi, M. M. (2012). Asian American identity consciousness: A polycultural model. In D. Ching & A. Agbayani (Eds.), <i>Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success</i> (pp. 57-94). NASPA-Student Affairs Administrators in Higher Education.</p> <p>*Horse, P. G. (2005). Native American identity. In MJ T. Fox, S. C. Lowe, & G. S. McClellan (Eds), <i>Serving Native American students</i>. New Directions for Student Services, no. 109, pp. 61-68. Jossey-Bass.</p> <p>*Johnson, A. A., & Quaye, S. J. (2017). Queering Black racial identity development. <i>Journal of College Student Development</i>, 58(8), 1135-1148.</p> <p>*Renn, K. (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. <i>Journal of College Student Development</i>, 44(3), 383-403.</p>

	<p>*Scott, D. A., & Robinson, T. L. (2001). White male identity development: The key model. <i>Journal of Counseling and Development, 79</i>, 415-421.</p> <p>*Vera, H., & De los Santos, E. (2005). Chicana identity construction: Pushing the boundaries. <i>Journal of Hispanic Higher Education, 4</i>(2), 102-113.</p> <p>Supplemental reading:</p> <p>*Chaudhari, P., & Pizzolato, J. E. (2008). Understanding the epistemology of ethnic identity development in multiethnic college students. <i>Journal of College Student Development, 49</i>, 443-458.</p> <p>*Harris, C. A., & Khanna, N. (2010). Black is, Black ain't: Biracials, middle-class Blacks, and the social construction of blackness. <i>Sociological Spectrum, 30</i>, 639-670.</p> <p>*Malcolm, Z. T., & Mendoza, P. (2014). Afro-Caribbean international students' ethnic identity development: Fluidity, intersectionality, agency, and performativity. <i>Journal of College Student Development, 55</i>(6), 595-614.</p> <p>*Johnston-Guerrero, M. P., Tran, V. T., & Combs, L. (2020). Multiracial identities and monoracism: Examining the influence of oppression. <i>Journal of College Student Development, 61</i>(1), 18-33.</p>
<p>November 20 Session 11 <u>Intrapersonal Development 4</u></p> <ul style="list-style-type: none"> • Disability Identity Development • Social Class Identity and Development 	<p><u>Disability Identity</u></p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Disability identities and identity development. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 265-280). Jossey-Bass.</p> <p>*Abes, E. S., & Wallace, M. M. (2020). Using crip theory to reimagine student development theory as disability justice. <i>Journal of College Student Development, 61</i>(5), 574-592.</p> <p>*Broido, E. M., Erwin, V. M., Stygles, K., Fraley, L., & Najdek, R. (2023). "Disability is something you can be proud of": College student activists claiming disability identities and creating cross-disability communities. <i>Journal of College Student Development, 64</i>(3), 274-291.</p> <p><u>Social Class and Identity</u></p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Social class and identity. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 243-264). Jossey-Bass.</p> <p>Ardoin, S., & Martinez, B. (2019). <i>Straddling class in the academy</i>. Stylus (READ Introduction, pp. 1-20).</p>

	<p>*Bettencourt, G. M. (2020). “When I think about working class, I think about people that work for what they have”: How working class-students engage in meaning making about their social class identity. <i>Journal of College Student Development</i>, 61(2), 154-170.</p> <p>Supplemental reading: <u>Disability Identity</u> Abes, E. S. (2019). Crip theory: Dismantling ableism in student development theory. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 64-72). Stylus.</p> <p>*Miller, R. A. (2017). “My voice is definitely strongest in online communities”: Students using social media for queer and disability identity-making. <i>Journal of College Student Development</i>, 58(4), 509-525.</p> <p>*Peña, E. V., Stapleton, L. D., & Schaffer, L. M. (2016). Critical perspectives on disability identity. In E. S. Abes (Ed.), <i>Critical perspectives on student development theory</i> (pp. 85-96). New Directions for Student Services, no. 154. Jossey-Bass.</p> <p><u>Social Class and Identity</u> *Ozias, M. L., & Bettencourt, G. M. (2022). Working hard for Whiteness: How White women make meaning of social class to avoid White complicity. <i>Journal of College Student Development</i>, 63(5), 522-536.</p> <p><u>Emerging Perspectives</u> Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Emerging theoretical perspectives on experiences and identities. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (pp. 265-280). Jossey-Bass.</p>
<p>November 27 Session 12 <u>Integrated Theories of Development 1</u></p> <ul style="list-style-type: none"> • Kegan’s Orders of Consciousness • Baxter Magolda’s Journey Towards Self-Authorship <p>ASSIGNMENTS DUE: Student Interview Memo #3</p> <p>Student Interview #3 Analysis (Intrapersonal Development)</p>	<p>Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Development of self-authorship. In <i>Student development in college: Theory, research, and practice (3rd ed.)</i>. (READ pp. 355-369). Jossey-Bass.</p> <p>Baxter Magolda, M. B. & King, P. M. (2012). Nudging minds to life: Self-authorship as a foundation for learning. <i>Assessing meaning making and self-authorship: theory, research, and application</i> (pp. 1-19). ASHE Higher Education Report, 38(3), Jossey-Bass.</p> <p>*Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. <i>Journal of College Student Development</i>, 44(6), 797-812.</p> <p>*Torres, V., & Hernandez, E. (2007). The influence of ethnic identity on self-authorship: A longitudinal study of Latino/a college students. <i>Journal of College Student Development</i>, 48(5), 558-573.</p>

	<p>*Perez, R. J. (2019). Paradigmatic perspectives and self-authorship: Implications for theory, research, and praxis. <i>Journal of College Student Development</i>, 60(1), 1-15.</p> <p>Kupo, V. L. & Oxendine (2019). Complexities of authenticity. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 126-141). Stylus.</p> <p>Okello, W. K., & White, K. D. (2019). A Black feminist reconstruction of agency. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory using critical frameworks</i> (pp. 142-157). Stylus.</p> <p>Supplemental readings:</p> <p>Baxter Magolda, M. B. (2001). <i>Making their own way: Narratives for transforming higher education to promote self-development</i>. Sterling, VA: Stylus Publishing.</p> <p>*Hernandez, E. (2015). Utilizing Critical Race Theory to examine race/ethnicity, racism, and power in student development theory and research. <i>Journal of College Student Development</i>, 57(2), 168-180.</p> <p>*Okello, W. K. (2018). From self-authorship to self-definition: Remapping theoretical assumptions through Black Feminism. <i>Journal of College Student Development</i>, 59(5), 528-544.</p> <p>*Perez, R. J. (2016). Exploring developmental differences in students' sensemaking during the transition to graduate school. <i>Journal of College Student Development</i>, 57(7), 763-777.</p> <p>*Duran, A. (2021). Intersectional perspectives on meaning-making influences: Theoretical insights from research centering queer students of color. <i>Journal of College Student Development</i>, 62(4), 438-454.</p>
<p>December 4 Session 13 <u>Integrated Theories of Development 2</u></p> <ul style="list-style-type: none"> Abes, Jones, & McEwen's Reconceptualized Model of Multiple Dimensions of Identity King & Baxter Magolda's Model of Intercultural Maturity <p><u>Applying Knowledge about Student Development</u></p> <ul style="list-style-type: none"> Baxter Magolda's Learning Partnerships Model 	<p><u>Integrated Theories of Development</u></p> <p>*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. <i>Journal of College Student Development</i>, 48(1), 1-22.</p> <p>*Perez, R. J., Shim, W., King, P. M., & Baxter Magolda, M. B. (2015). Refining King and Baxter Magolda's model of intercultural maturity. <i>Journal of College Student Development</i>, 56(8), 759-775.</p> <p><u>Applying Knowledge about Student Development</u></p> <p>Baxter Magolda, M. B. (2004). Learning Partnerships Model: A framework for promoting self-authorship. In M. B. Baxter Magolda & P. M. King (Eds.), <i>Learning partnerships: Theory</i></p>

<ul style="list-style-type: none"> Reason & Kimball's Model of Theory to Practice Translation <p>TO DO: Bring working ideas for final integrative project</p>	<p><i>and models of practice to educate for self-authorship</i> (pp. 37-62). Stylus Publishing.</p> <p>*Reason, R. D., & Kimball, E. W. (2012). A new theory-to-practice model for student affairs: Integrating scholarship, context, and reflection. <i>Journal of Student Affairs Research and Practice</i>, 49(4), 359–376.</p> <p>*Lange, A. C., & Duran, A. (2021). Considerations and cautions for third wave student development research. <i>Journal of College Student Development</i>, 62(5), 509-525.</p> <p>Supplemental reading: <u>Integrated Theories of Development</u></p> <p>*King, P. M., & Baxter, M. B. B. (2005). A developmental model of intercultural maturity. <i>Journal of College Student Development</i>, 46(6), 571-592.</p> <p>*Perez, R. J., & Shim, W. (2020). Examining the development of intercultural maturity among college students. <i>Journal of College Student Development</i>, 61(4), 405-421.</p> <p><u>Applying Knowledge about Student Development</u></p> <p>Patton, L. D., Renn, K. A., Guido, F. M., & Quayle, S. J. (2016). Student affairs educators as partners in using student development theory. In <i>Student development in college: Theory, research, and practice</i> (3rd ed.). (pp. 383-396). Jossey-Bass.</p> <p>King, P. M and Baxter Magolda, M. B. (2004), Creating learning partnerships in higher education: Modeling the shape, shaping the model. In M. B. Baxter Magolda, and P. M. King, (Eds.) (2004). <i>Learning partnerships: Theories and models of practice to educate for self-authorship</i> (pp. 303-332). Stylus Publishing.</p> <p>*Taylor, K. & Haynes, C. (2008). A framework for intentionally fostering student learning. <i>About Campus: Enhancing the Student Learning Experience</i>, 13(5), 2-11.</p>
<p>December 11</p> <p>ASSIGNMENT DUE: Final Integrative Projects</p>	

MY STORY PAPER INSTRUCTIONS

RATIONALE

One of the best ways to understand student development theory is to connect it to our personal experiences. In doing so, we may create a deeper understanding of ourselves while becoming better able to identify the strengths and limitations of formal theories of human development. Reflecting upon our own experiences also may illuminate informal theories, assumptions, and beliefs we have about the nature of student development. By making our tacit thoughts more explicit, we may better come to understand the biases, assumptions, and beliefs that may influence how we interpret information and how we engage in work with students.

ASSIGNMENT

In this assignment, you are asked to share part of your story in 4-6 pages. This is a candid, self-reflective narrative rather than a theory-based paper. With this in mind, you should not reference any of the assigned readings that will be used in this course.

As you work to craft your story, you may use the following prompts to guide your thinking. While you do not need to address them all in this assignment given space limitations, please give each prompt some thought since they are salient to material we will cover in the course.

- What have been your most significant experiences in the past four to five years (and/or as an undergraduate if this was more than 5 years ago)?
 - Why are these experiences important to you?
 - How did these experiences affect or influence you?
- How have you grown or changed over the past four to five years?
 - What factors or experiences have contributed to those changes?
 - How did you feel during this process of change?
- What kind of experiences do you find challenging?
 - Why do you think these experiences are challenging for you?
 - How do you approach challenging situations?
- What are some of your core beliefs and values?
 - How did you come to hold those beliefs and values?
 - How do you decide what to believe and value?
- Who are you?
 - What factors have influenced your sense of identity?
 - How have you come to see yourself this way?
- How do you relate to or interact with others?
 - How have you come to this view of relationships?
 - What kinds of relationships do you want with others?

EVALUATIVE CRITERIA

As articulated in the accompanying rubric, the depth of your insights, coherence of narrative, and technical writing will be evaluated in this assignment.

DUE DATE: September 11, 2023 at 1:00 pm EST

THEORY TO PRACTICE CLASS FACILITATION INSTRUCTIONS

RATIONALE

Within a scholarly community, there is shared responsibility for facilitating and contributing to individual and group learning. As the designated facilitators, students will have the opportunity to shape how members of the course engage with the material and deepen their understanding of it as they make connections between theory and practice. When you serve as facilitator your role is to serve as the resident expert on one particular theory and know it well enough to be able to apply within the context of educational practice. This assignment will also provide students with the opportunity to practice and to improve their group facilitation skills.

ASSIGNMENT

In groups, students will lead a 45-50 minute segment of class that is focused on the application of theory in practice. Prior to serving as a facilitator, you and your team will need to:

- Submit a draft lesson plan and any supporting materials via email to Angie [REDACTED] by Wednesday at 5:00 pm EST of the week before you present. For example, if you are scheduled to facilitate on Monday, October 9th, your lesson plan is due on Wednesday, October 4th at 5:00 pm EST for review. Angie will provide feedback as needed and you may opt to schedule a meeting with her or with Dr. Perez during office hours to discuss your lesson plan as you develop it.
- Submit your final facilitation lesson plan and any accompanying materials (e.g., PowerPoint, video clips, activity instructions, articles) to Canvas before 1:00 pm EST on the date you are assigned lead class. You should also share any slides and activity materials with your peers in our class's Collaborative Notes document.

Your lesson plan/facilitation outline should include:

- Learning objectives for your presentation.
- Brief overview of the specific concepts or theory that your group is utilizing. Since we will have spent much of the time before your facilitation reviewing the theoretical content, you do not need to provide an in-depth review of concepts. However, you may wish to point out specific concepts or components of a theory that are relevant to your presentation as a reminder.
- Information on your approach to applying theory to practice (e.g., case study, role play, response to current events, etc.). Please be sure to provide sufficient background information to situate your approach (e.g., readings, case description, policy brief, etc.).
- One creative, active learning opportunity (i.e., small group discussions, activity, polls).
- Information on how you will be allotting your time given the required components described above.

Below are some questions to consider as you prepare your presentation and guide the class through connecting theory to practice. You should address these questions in some fashion throughout the course of your presentation:

- Why is this case, person, situation/interaction, program, policy, process, or practice of interest to you? How has student development theory informed related practice to date?

- What are the benefits and limitations of using this particular theory or set of concepts to inform your understanding of and work with this case, person, situation/interaction, program, policy, process, or practice?
- How might your personal experience or worldview enhance or limit your ability to understand and apply theory effectively in the case, person, situation/interaction, program, policy, process, or practice you are exploring?
- How can theory be better used in the program design, person, situation/interaction, story or process to inform educational practice?

EVALUATIVE CRITERIA

Your grade will be determined by:

- The timeliness and thoughtfulness of your pre-class preparation.
- Your demonstrated knowledge of the course material and abilities to apply it to educational practice.
- Your ability to facilitate/engage the group.
- Your ability to provoke thought and enhance understanding of the assigned readings.

Additionally, you will receive peer feedback on your performance as a discussion leader.

DUE DATES:

October 2	Cognitive Development 2
October 9	Interpersonal Development (Moral development)
October 23	Inter/Intrapersonal Development (Psychosocial development)
October 30	Intrapersonal Development 1 (Gender identity development)
November 6	Intrapersonal Development 2 (Sexual identity and faith identity development)
November 13	Intrapersonal Development 3 (Racial and ethnic identity development)
November 20	Intrapersonal Development 4 (Disability and social class identity development)

STUDENT INTERVIEW PROJECT INSTRUCTIONS

RATIONALE

This assignment is intended to bring student development theory to life as you use it to interpret your conversations with a currently enrolled college student. In the process of doing so, you will see first-hand how development informs a student's interpretation of their experiences. By examining the extent to which an individual's comments reflect existing theories of development, you will also develop a better understanding of formal theory. Furthermore, you be able to refine your critiques of existing theories.

While the primary aim of this assignment is to help you understand student development theory, this project will also allow you to cultivate your skills speaking to individual students about their experiences. You will also better understand your strengths and areas of potential growth in conducting developmentally focused conversations as you reflect upon your experiences.

ASSIGNMENT OVERVIEW

INTERVIEW COMPONENT

During this semester, you will be conducting *three* interviews with the same student to better understand how the student's development influences their interpretation of their experiences. It is critical that you speak to the same student throughout the semester since this project will culminate in your final project for the course.

Some learning community members may find it helpful to conduct interviews with partner in the course though this is not required. In particular, it is helpful if those who have regular contact with undergraduate students pair up with someone who does not have this kind of access to students. Having an interview partner can provide an additional resource to you: another person to listen and who can provide perspective on the student's comments. While you can conduct interviews in pairs, your subsequent analysis papers should be written independently.

Choosing a Student to Interview

For this project, you can interview almost any student enrolled in an undergraduate program. There are no restrictions on age, background, location, or institutional enrollment. However, you should not interview an immediate family member, a close friend, or someone who you supervise given the nature of the project.

You can conduct interviews in person with appropriate health precautions or you can conduct them remotely over Zoom, FaceTime, or Google Meet. Regardless of how you conduct the interview, you'll need to be able to record the interview audio to use later.

Deciding What Questions to Ask

As you prepare for your interviews, we recommend that you include an opening question that will help you begin the conversation about the topic at hand; this could be a general question (e.g., "Tell me about a situation where you have struggled to do the right thing") or a question that has been used in prior research (e.g., "What does being a woman mean to you?"). You should develop a list

of questions (no more than 10) but be prepared to let the conversation flow around the general topic of interest and follow up with additional probing questions as needed rather than aiming to strictly follow a specific interview protocol.

Confidentiality

Although this not a formal research project, it is critical that you ensure the student's confidentiality. With this in mind, when you arrange the interview please be sure to: (a) explain the project to the student, (b) inform the student about confidentiality, (c) tell the student you will be recording the conversation, and (d) clarify with the student that it is okay to not answer a question or questions. If a student discloses something to you that worries you (e.g., you're concerned for the safety of the student or another person) please consult with Dr. Perez.

Recording the Interview

You may use any tape recorder, digital recorder, or phone/computer app you have to record your interview. Whatever technology you use, be sure it works, and become familiar and comfortable with your chosen method prior to the interview. You do not need to transcribe the interviews, but you will need to refer to them to obtain verbatim quotes for the subsequent analysis paper you will submit. Also, you will need to destroy your recordings at the end of the term to honor the student's confidentiality.

POST-INTERVIEW REFLECTIVE MEMOS

After the conclusion of each interview, write a short (1-3 page) reflective memo about the conversation and include your interview questions. As you reflect upon what you heard and learned from the student, make sure to document these key ideas:

- **Your initial thoughts about the data you collected**
 - What did you find surprising, interesting, or challenging to understand? What led you to feel this way?
 - Was there anything that reminded you of a topic in our readings or class conversations?
 - Were there elements of your conversation that weren't reflective of the theories we've been learning?
- **Any issues of subjectivity and reflexivity**
 - What was your frame of mind as the interviewer?
 - How could your underlying assumptions or pre-conceptions have helped or hindered your interview?
- **Reflections related to the interview process itself**
 - How did it go? What went well and not so well?
 - What do you think you may want to do differently for the next interview?
 - Were there questions you wished you had asked?
 - Are there areas you would like to follow-up on in the next interview?
 - What are you learning or taking away from conducting these interviews?

STUDENT INTERVIEW ANALYSIS PAPERS

Although this assignment requires that you complete all three interviews, you only need to submit *two* different papers interpreting your student's comments. You are required complete a paper about your student's cognitive development. The other papers will ask you to apply theories related to interpersonal or intrapersonal development. Your choice of the later paper may depend on which of these topics yields the richest information. If you choose to submit all three papers, the two highest scores will count toward your course grade.

As you prepare to write your analysis papers, review the interview recording and your reflective memo. Then analyze the student's comments using the description of development provided by one or more of the theorists whose work is assigned for the appropriate segment of the course. In your paper you should:

- Give a brief overview of your selected model of development (1-3 pages), clearly explaining how more advanced levels of development build on prior levels and set the stage for subsequent levels of development. You should also note the strengths and limitations of your model as it relates to understanding the development of your particular student.
- Describe the student's meaning making using the terms and concepts of your selected theory and illustrate it using descriptions and verbatim comments from the interview (3-5 pages). In your response, be sure to differentiate *content* (e.g., the "what" of a decision or an experience) from its *structure* (e.g., the type of meaning making, such as the "why" or underlying rationale for a decision) when making your interpretations.

Your completed analysis paper should be **5-8 pages in length** without references and should follow APA format including the use of citations as needed.

EVALUATIVE CRITERIA

As described in the accompanying rubric, your interview analysis papers will be evaluated for how clearly and accurately you describe the developmental model of interest, how well you support your developmental assessment using evidence from your interview, the degree to which you follow APA format, and the overall clarity and quality of your writing.

DUE DATES:

Student Interview Memo #1	October 18, 2023 at 1:00 pm EST
Student Interview Analysis #1 (Cognitive)	October 18, 2023 at 1:00 pm EST
Student Interview Memo #2	November 6, 2023 at 1:00 pm EST
Student Interview Analysis #2 (Interpersonal)	November 6, 2023* at 1:00 pm EST
Student Interview Memo #3	November 27, 2023 at 1:00 pm EST
Student Interview Analysis #3 (Intrapersonal)	November 27, 2023* at 1:00 pm EST

**You will submit Interview Analysis paper #2 or #3. You do not have to write all three papers.*

FINAL INTEGRATIVE PROJECT

RATIONALE

Throughout the semester you've had the opportunity to get to know an undergraduate student through a series of in-depth interviews about their college experiences. You have also interpreted your student's responses to these experiences through the lens of some of the student development theories we've explored this term. This final project is designed to help you explore the *educational* implications of what you have learned by applying some of the suggested strategies for promoting student development to your student.

ASSIGNMENT

Your main task in this final assignment is to ***make three recommendations*** for promoting the development of the student you have interviewed this term. In other words, as a thoughtful and resourceful educator, how could you – as a representative of the student's institution – be “good company” to *this* student?

Your recommendations should be grounded in the student's relevant background characteristics, successes and challenges as a college student, and your assessments of this student's maturity across the cognitive, intrapersonal, and interpersonal domains. Your recommendations should also be developmentally and sequentially structured (creating a “developmental bridge”), which required both challenge and support. You may find the Learning Partnership Model (Baxter Magolda, 2004; see readings for Session 13) helpful in thinking through this process across developmental domains.

You can present these recommendations in the format that you think would best help you communicate the ideas. Examples of formats for final projects may include but are not limited to:

- A zine
- A video or movie
- A written paper (no longer than 10 pages excluding cover sheet and references)
- A narrated PowerPoint
- An infographic
- A podcast

Regardless of format, your final project should provide the reader or viewer with an overview of your student, describing their background characteristics and summarizing what you have learned about their developmental capacities across the three interviews. This initial section of your project should address:

- Who is this student?
- What do you know about their development?
- What do you think are their major developmental needs or challenges?

In the subsequent portions of your final project, you should describe your three developmental recommendations for the student. Be sure to clearly articulate:

- How these recommendations connect to what you know about your student and their developmental capacities;

- How these recommendations provide adequate challenge and support for the student; and
- How they are developmentally sequenced.

In other words, after following your first recommendation your student will have the capacity to _____ or to do _____. These increased capacities better prepare them to engage with your second recommendation, and in turn the third recommendation. In a developmentally sequenced set of recommendations, it would be difficult for the student to achieve the desired learning or developmental outcomes of recommendation #2 or #3 without completing #1.

As you craft your recommendations, you can create your own programs, services, experiences, etc. and/or you may draw upon what you know about U-M or practices at your prior campuses. Use your creativity as you design interventions and describe/illustrate how they are developmentally sequenced, or how they reflect various forms of challenge and support. The recommendations you make do not have to currently exist though they should be something that could happen or be facilitated in higher education.

EVALUATIVE CRITERIA

As noted in the accompanying rubric, your final project will be evaluated for (a) how clearly you summarize your student's developmental capacities and needs, (b) how well you link the student's needs to your recommendations, (c) the extent to which you developmentally and sequentially structure your recommendations, and (d) the overall clarity and quality of your work.

DUE DATES:

WORKING IDEAS FOR CLASS

December 4, 2023

You will not need to turn in any material, but you should bring your working ideas for the project to get feedback from your peers. This will help you craft your final draft.

FINAL PROJECT DUE

December 11, 2023 at 5:00 pm EST

Note: You must complete this final assignment independently, even if you conducted your interviews with another person in the course.