



HgEd 576-1 Student Development Theory

Fall 2008

T 2:10-5 p.m.

Location TBD

Instructor

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Availability: It is best to contact us by email or phone to arrange a time to meet. Please call at home only in emergency situations and never after 9 p.m.

Course Rationale

A stated goal of student affairs professionals is to maximize student learning through the facilitation of both cognitive and affective development. To accomplish this goal, student affairs professionals must have a clear understanding of the developmental issues facing students throughout their lifetimes and the process by which development occurs. They must also be aware of factors that affect development and be able to work with individuals, groups, and organizations within the diverse campus community to establish environments conducive to the development of students from a variety of backgrounds. Knowledge of theories of human development and learning and their application in college settings will assist student affairs professionals in accomplishing these goals.

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- This syllabus is subject to change at our discretion. Advance notice will be provided of any changes made.
 - If you have a documented disability that will affect your ability to participate fully in the course or if you require special accommodations, please speak with Dr. Evans so that appropriate accommodations can be arranged.

Course Goals

The course is designed to address the following learner outcomes established for the master's program in Higher Education-Student Affairs. Specific course objectives are listed below each outcome.

Students will be:

Knowledgeable student affairs scholars.

1. As a result of class reading and discussion, preparation of a discussion starter, and completion of an intervention project, you will gain an understanding of the role played by student affairs professionals in student development and learning.
2. As a result of reading, class discussion, and completion of assignments during this course, you will be familiar with the student development and learning literature.

Reflective and critical thinkers.

1. As a result of completing informal and formal self-assessment papers, you will reflect on your own development and learning during college.
2. As a result of reading, class discussion, and completion of assignments for this course, you will be able to critically analyze student development and learning theory and identify ways in which it is useful in working with college students.
3. As a result of reading and class discussion you will be aware of the importance of cultural context in understanding student development and learning.

Individuals who are sensitive and aware of themselves and others.

1. As a result of completing informal and formal self-assessment papers, you will be more aware of your own developmental process and factors that influenced it.
2. As a result of reading and class discussion, you will be aware of students' developmental processes, factors that influence development of students, and how students at various developmental levels experience college.
3. As a result of reading and class discussion, you will be aware of the importance of cultural context in student development and learning.

Students will be able to:

Apply theory to practice.

As a result of class activities, discussion, and completion of an intervention project, you will be able to use theories of student development/learning in student affairs practice.

Demonstrate effective oral communication.

1. As a result of leading a discussion starter and participating in class discussion, you will be able to demonstrate effective informal communication skills in group settings.
2. As a result of presenting an intervention project, you will demonstrate effective formal presentation skills.

Effectively communicate in writing.

1. As a result of preparing several papers for this class, you will be able to write persuasively and clearly about student development.
2. As a result of studying the APA guidelines and preparing several papers for this class, you will be able to correctly use APA format for preparing professional papers.

Create, design, and implement programs and interventions.

As a result of completing an intervention project addressing an issue in student affairs you will be able to identify issues that warrant attention and design programs and other types of interventions to address them.

Students will know:

Student development theory.

1. As a result of reading and class discussion you will be familiar with the major theoretical families focusing on human development and learning and the major theories associated with each family.
2. As a result of preparing an original source paper and a discussion starter, you will have an in-depth knowledge of at least two specific theories of student development/learning.
3. As a result of reading and class discussion, you will understand the cultural context in which development occurs.

Course Requirements

The following activities are designed to assist you in accomplishing the goals of this course:

1. Completion of assigned reading and participation in class discussion and activities
2. Preparation of a self-analysis paper based on your "informal theory" of development
3. Discussion starter
4. Original source paper
5. Intervention paper
6. Intervention presentation
7. Revised self-analysis paper based on formal theories of development

Descriptions of each assignment are included in this syllabus.

Evaluation

The above assignments will be weighted as follows:

1. Participation	10%
2. Informal self-analysis paper	10%
3. Discussion starter	10%
4. Original source paper	20%
5. Intervention paper	20%
6. Intervention presentation	10%
7. Formal self-analysis paper	20%

Letter grades will be used in this class. They signify the following level of learning:

- A+ Outstanding, better than I could have done the assignment
- A Excellent graduate level work
- A- Excellent work, some minor weaknesses with regard to content and/or structure
- B+ Solid work, some weaknesses with regard to content and/or structure
- B Average graduate level work, lacks depth, contains content errors, and/or has some significant technical weaknesses
- B- Barely adequate graduate level work, significant weaknesses with regard to content and/or structure
- C+ Unacceptable graduate level work, but demonstrating some positive aspects in content and structure
- C Unacceptable graduate level work, major weaknesses with regard to content and/or technical structure

To determine final grades, the following numerical values will be used:

A+ = 98 A = 94 A- = 91 B+ = 88 B = 84 B- = 81 C+ = 78 C = 74 C- = 71. An F = 0 will be awarded for any assignment not completed.

Class Policies

Assignments and Grading

All assignments should be handed in on the day they are due as noted in the syllabus. Ms. Ranero is happy assist you in conceptualizing assignments and reviewing projects if you contact her to make arrangements to do so at least one week prior to the assignment due date. Please note: Ms. Ranero should **not** be expected to edit or rewrite your work but rather may indicate to you that editing or rewriting is needed to correct grammar, punctuation, APA format, etc.

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (5th ed.). All work must be word processed, double-spaced, using 12-point font (preferably Times New Roman). Please staple your papers in the upper left-hand corner. **Do not use binders.**

Never, ever, hand in your only copy of an assignment. Make a copy for yourself, and store another version on a disk. I rarely lose documents, but it has been known to happen.

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. If your writing skills are not strong, I urge you to seek outside help to improve them.

Language

This class must be a comfortable place for everyone. To that end, you are asked to pay attention to both the effect and the intentions of your words, and to avoid deliberately using language that is demeaning to others. When listening to other students, assess both the intent and the effect of those words before assuming offensive intent. Any papers using sexist, racist or otherwise inappropriate language will be returned without a grade.

Academic Integrity

You are responsible for understanding and abiding by Iowa State University's policies regarding academic integrity and student conduct. Academic dishonesty, including obtaining unauthorized information, tendering of information, misrepresentation, bribery, and plagiarism, is strictly prohibited. You should be familiar with the definitions and policies related to academic dishonesty found in the ISU General Catalog, Graduate Catalog, and Graduate College Manual. The APA Publication Manual also contains useful information.

Deadlines

If you must hand in work late for a **legitimate** reason (e.g., personal illness, family illness), please contact Dr. Evans to discuss the situation **PRIOR** to the class period on which it is due. The grade for any work handed in late without prior discussion and a legitimate reason will be reduced by one letter grade (e.g., an A becomes an A-).

NO INCOMPLETES WILL BE GIVEN IN THIS CLASS except for major emergencies (e.g., hospitalization) and only after consultation with Dr. Evans.

Attendance

If you must miss class for a **legitimate** reason (e.g., religious holidays, illness, family emergencies, work emergencies, court appearances, conferences), please contact Dr. Evans to discuss the situation **PRIOR TO CLASS**. If absences are not cleared with Dr. Evans, the absence will be considered unexcused and your participation grade will be lowered one letter grade. Because class attendance is critical to learning, no more than 2 classes will be excused even for legitimate reasons. Your participation grade will be lowered one letter grade for each additional absence.

Class will start promptly at 2:10 p.m. You are expected to be in your seat and ready to begin class at this time. Arriving late to class is disruptive and disrespectful of your classmates and instructor. If a prior commitment will affect your ability to arrive on time, please notify one of us **PRIOR TO CLASS**. Unexcused tardiness will result in your participation grade being lowered by one letter grade.

Reading

You are responsible for completing the required readings in advance of the designated class session. Class discussion and activities will focus on critique and application of the assigned material, not review of material covered in the reading.

Participation

You will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering your position with regard to those ideas and concepts. Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from one's participation). The following are examples of factors considered when evaluating participation:

- contributing interesting, insightful comments
- presenting good examples of concepts being discussed
- building on the comments of others
- raising good questions
- being sensitive to your level of participation and making attempts to increase or decrease it if necessary
- being sensitive to the emotional impact of your statements
- listening and responding appropriately to others' comments
- attending all class meetings
- being on time

ASSIGNMENTS

Required Reading

Texts

The following required texts are available at the Iowa State University Bookstore:

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC: Author.

A number of chapters from the following textbook will be used in the class. You may **either** purchase it at the bookstore or obtain the readings from a copy of the book that is on reserve at the library.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.

E-Reserve

Additional articles and chapters on the reading list are on electronic reserve. On the Iowa State website go to <http://www.lib.iastate.edu/class/ers/ereserve.html> and click on Course, then HgEd 576 for these materials.

Informal Self-Analysis Paper

Rationale. Every person develops "informal theories" regarding the ways in which individuals develop in college, the issues they face, and areas in which they need to change in order to become more fully functioning. Being aware of the informal theories you use to understand people and how they learn is important as you begin to examine formal theories of student development and learning. Such awareness will enable you to determine areas of agreement and disagreement you may have with the formal theories. In addition, being aware of your own developmental process can assist you in being sensitive to the developmental concerns of students with whom you work.

Assignment. In this initial paper you are asked to think about your current level of development and factors that have influenced it. Use your own definition of "development" and discuss any areas of your life that seem relevant. Identify areas in which you feel you have made especially good progress and identify factors that you see as contributing to your development in the areas you mention. Do the same with areas in which you feel your development has been slower. What factors do you believe have held you back? Also discuss your learning style. How do you approach learning and how do you learn best?

Please complete this paper without reference to any of the assigned material in this class. The point is to record your "informal" theory of development. Of course, your ideas may be influenced by outside reading and material studied in other classes. Please do not check or cite any references, however.

Evaluative criteria. This paper will be evaluated on the basis of thoughtful consideration of the assignment, thoroughness, and technical writing.

Discussion Starter

Rationale. In addition to being able to understand the concepts from the assigned class readings, it is important to be able to think critically about what you have read and to be able to extend the information in the readings through engaging in active dialogue.

Assignment. In groups of two, you will be asked to select a class session in which you will lead a 40 minute discussion focusing on some aspect of the reading assigned for that day. It is your choice on what to discuss and how to present the information. For example, you might cover only one of the readings more in-depth, or you might compare and contrast several of the readings. Please keep review of the reading to a minimum (no more than 5 min.) but prepare a handout for the class with major points from the reading you will draw on. The discussion should center around encouraging active dialogue in the class. For example, you might develop questions that encourage the group to think critically about what they have read in the assigned readings or you might design a group activity having the class use the information in some aspect of student affairs practice. **Please provide a brief outline of the focus of your discussion to Dr. Evans at least one class session before you will lead the discussion.**

Evaluative criteria. This assignment will be evaluated based on depth of analysis, ability to generate reflective and critical thinking, and facilitation of discussion.

Original Source Paper

Rationale. Formal in-depth classroom study of student development theories is necessarily limited by the time available in a semester. Many helpful theories can only be discussed briefly or merely mentioned. While the basic ideas of a theory can be learned from secondary sources such as the textbook used in this class, the nuances of a theory can only be gained from reading the original words of the theorist. It is important to hear the “voices” of theorists to gain a true appreciation of their contributions and an in-depth understanding of their works. Based on skills they learn in formal study, student affairs professionals must be able to independently read and critically analyze theories currently available as well as those that will become available in the future.

Assignment. You will select and read a book written by one of the theorists we are studying in this course. On the following pages is a list of potential works from which you may select. You will then write a paper discussing the book and your thoughts about it.

The paper should include the following sections:

1. title and author of the book
2. an explanation of the format of the book and a summary of key points
3. the most important information about the theory that you learned from the book (especially in comparison/contrast to what you learned about the theory from the assigned reading for class)
4. questions about the theory that were generated for you by reading the book
5. strengths and weaknesses of the book itself, including any suggestions for improvement you would make if the author was considering doing a revised edition
6. other personal reactions/comments
7. concluding thoughts about the book.

Evaluative criteria. This paper will be evaluated on the basis of complexity of thought demonstrated in reflecting on the book, thoroughness of coverage of the items to be included, perceived accuracy of the information presented, clarity and organization of the writing, and technical adequacy of the writing.

Original Sources

- Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass.
- Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
- Baxter Magolda, M. B. (2004). *Creating contexts for learning and self-authorship*. Nashville: Vanderbilt University Press.
- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing*. New York: Basic Books.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.), San Francisco: Jossey-Bass.
- Dewey, J. (1938). *Experience and education*. New York: Collier Books.
- Elder, G. H., Jr. (1974). *Children of the Great Depression: Social change in life experience*. Chicago: University of Chicago Press.
- Elder, G. H., Jr., & Conger, R. D. (2000). *Children of the land: Adversity and success in rural America*. Chicago: University of Chicago Press.
- Erikson, E. H. (1950). *Childhood and society*. New York: Norton.
- Erikson, E. H. (1968). *Identity, youth, and crisis*. New York: Norton.
- Erikson, E. H. (1982). *The completed life cycle: A review*. New York: Norton.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
- Freire, P. (1981). *Education for critical consciousness*. New York: Continuum.
- Freire, P., & Faundez, A. (1989). *Learning to question: A pedagogy of liberation*. New York: Continuum.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.

- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.
- Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). *Counseling adults in transition: Linking practice with theory* (3rd ed.). New York: Springer.
- Josselson, R. (1987). *Finding herself: Pathways to identity development in women*. San Francisco: Jossey-Bass.
- Josselson, R. E. (1996). *Revising herself: The story of women's identity from college to midlife*. New York: Oxford University Press.
- Kegan, R. (1982). *The evolving self: Problem and process in human development*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- King, P. M., & Kitchener, K. S. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. San Francisco: Jossey-Bass.
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Kohlberg, L. (1984). *Essays on moral development, Vol 2: The psychology of moral development*. San Francisco: HarperCollins.
- Levinson, D. J., Darrow, C. N., Klein, E. B., Levinson, M. H., & McKee, B. (1978). *The seasons of a man's life*. New York: Ballantine.
- Levinson, D. J., & Levinson, J. D. (1996) *The seasons of a woman's life*. New York: Ballantine.
- Mezirow, J. (1990). *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.

- Myers, I. B. (1980). *Gifts differing*. Palo Alto, CA: Consulting Psychologists Press.
- Perry, W. G., Jr. (1970). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Holt, Rinehart and Winston.
- Piaget, J. (1964). *Judgment and reasoning in the child*. Totowa, NJ: Littlefield, Adams.
- Rest, J., Narvaez, D., Bebeau, M. J., & Thoma, S. J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Mahwah, NJ: Lawrence Erlbaum.
- Sanford, N. (1967). *Where colleges fail*. San Francisco: Jossey-Bass.
- Schlossberg, N. K., Waters, E. B., & Goodman, J. (1995). *Counseling adults in transition* (2nd ed.). New York: Springer.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schön, D. A. (1987). *Educating the reflective practitioner*. New York: Basic Books.
- Sternberg, R. J. (1985). *Beyond I.Q.: A triarchic theory of human intelligence*. Cambridge: Cambridge University Press.
- Sternberg, R. J. (1988). *The triarchic mind: A new theory of human intelligence*. New York: Viking Penguin.
- Sternberg, R. J. (1996). *Successful intelligence: How practical and creative intelligence determine success in life*. New York: Simon and Schuster.
- Sternberg, R. J. (2003). *Wisdom, intelligence, and creativity synthesized*. Cambridge, UK: Cambridge University Press.

Intervention Paper and Presentation

Rationale. Reading and discussing student development theory and intervention provides one vehicle for developing an appreciation for the usefulness of theory in practice. However, actual practice in analyzing issues using theory and designing interventions based on theoretical analysis can often be a more effective learning device.

Assignment. In groups of three, you will identify a current issue in higher education relevant to a particular department or unit of student affairs and prepare a paper reviewing relevant literature regarding the issue and analyzing it using at least two theories discussed in the course. In the second section of the paper, you will also design an intervention to address the issue. You will also give a 30-minute oral presentation about the intervention you have designed. Along with the presentation you will provide a handout for the class outlining your issues and intervention. **Please consult with the instructors concerning the issue you have identified and the focus of your intervention prior to beginning serious work on this project.**

Intervention Paper

Your intervention paper will consist of two sections. In the first section, provide an overview of the issue you have identified and note the institutional setting and student affairs unit that are affected by this issue. Consult and cite professional literature to discuss the issue and substantiate its importance to the student affairs unit you have targeted. (At least five citations are required.) Provide a theoretical analysis of the issue using at least two theories (provide citations), discussing how the theories inform your understanding of the issue.

In the second section of your paper, discuss an intervention designed to address the issue you have identified. It may focus on individuals, student groups, classroom situations, policy changes, or other aspects of student life. It should be grounded in the theoretical analysis you have conducted. (For example, a potential intervention could be a career planning activity based on an analysis of the developmental level and needs of first-year students.) For ideas, consult the readings discussing theory-to-practice models and application of theory.

Your paper should include the following information:

Section A. The Issue

This section of the paper should include the following content:

Overview of the issue. A concise description of the issue you will be addressing in your intervention.

The setting. A discussion of the institutional setting (e.g., Iowa State, small private college, HBCU, etc.) and student affairs context (e.g., student organization, residence hall floor, advising office, etc.).

Review of literature. A review of research literature regarding the issue.

Theoretical analysis. A theoretical analysis of the issue (use at least 2 theories we have studied).

B. The Intervention

This section of the paper should include the following content:

Developmental context. Discuss the developmental implications of the setting. How does the setting affect where the students might be with regard to their development in relation to the theories you have used in your analysis? (E.g., students at a competitive liberal arts college might be more likely to prefer abstract conceptualization in Kolb's theory since this is the style that such colleges seek while students at an urban community college might be more likely to prefer concrete experience since this preference might be more in line with technical and vocational courses.)

Description of the targeted audience. Describe relevant characteristics of the students at which the intervention is aimed (e.g., age, gender, racial/cultural background, class year); also describe your audience in relevant developmental terms (e.g., developmental level, learning style, etc. associated with the theories you are using in your analysis).

Intervention goals. What are your cognitive, affective, and/or behavioral goals for the intervention? How are your goals guided by developmental theory?

Intervention. Describe your intervention in enough detail that someone else could conduct it.

Rationale. Provide a developmental rationale for your intervention. Based on theory, why have you decided to do what you are doing?

Evaluation plan. How will you evaluate your intervention? What is your rationale for the strategy you have chosen?

References. Provide a list of any reference material used, including books, journal articles, or people consulted.

Appendices. Attach any resource materials (e.g., handouts, copies of overheads) to be used in the intervention.

Presentation

Your presentation should include an overview of the issue you have chosen to address, your theoretical analysis of the issue, the context and its developmental implications, an assessment of developmental characteristics of the targeted audience, your intervention goals, a description of the intervention, your rationale, and your plan for evaluating the effectiveness of the intervention. Please provide the class with a brief outline of the presentation.

Evaluative criteria. The intervention paper and presentation will each be evaluated separately. The paper will be evaluated on the basis of the significance of the issue identified, depth of research and appropriate discussion of the issue, depth and accuracy of theoretical analysis of the issue, the appropriateness of the intervention for addressing the issue, appropriate theory-to-practice connections in support of intervention, thoroughness of discussion, quality of supporting materials, and technical adequacy of the writing. The presentation will be evaluated on the basis of clarity and organization of the presentation, comfort in presenting, freedom from distracting mannerisms, and articulate presentation of material.

Formal Self-Analysis Paper

Rationale. Reexamining your thinking provides a vehicle for determining where new learning has occurred and how your thinking has changed and expanded in light of new information. Determining the applicability of theory to your own development also assists in making concepts clearer and helps to integrate a significant amount of material in a systematic fashion.

Assignment. Your revised formal self-analysis paper should incorporate a number of major developmental and learning theories discussed in class. You should again look at your development and learning process, discussing psychosocial development, cognitive-structural development, and learning concepts as they relate to your experience. (You are expected to cite at least **5** theories in your discussion.) Look again at how you have grown and changed as a person as well as the factors that have contributed to your development; but this time, do so within the context of the theories we have examined this semester.

Evaluative criteria. This paper will be evaluated on your ability to successfully relate theoretical material to your own life; appropriate use of theory; as well as thoroughness and technical writing.

Reading Assignments

(Readings should be completed for the class date listed.)

Aug. 26: Introduction to the course, theories in use, basic concepts, essentialist versus constructivist paradigms

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (pp. 1-14 - Part One Introduction: Understanding and using student development theory; Ch. 1: Student development as a field of study)

McEwen, M. K. (2003). The nature and use of theory. In S. R. Komives & D. B. Woodard, Jr. (Eds.), *Student services: A handbook for the profession* (4th ed., pp. 153-178). San Francisco: Jossey-Bass.

Williams, L. B. (1998). Behind every face is a story. *About Campus*, 3(1), 16-21.

Sept. 2: Understanding and Using Student Development Theory

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco: Jossey-Bass. (Ch. 2: Multicultural competence in theory and translation, pp. 29-45)

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (pp. 15-30 - Ch. 2: Using student development theory)

Sept. 9: Cognitive-structural Principles, Piaget, Perry, Wisdom

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (pp. 123-145 - Part Three Introduction: Cognitive-structural theories; Ch. 8: Perry's theory of intellectual and ethical development)

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass. (Chapter 13: Cognitive development in adulthood, pp. 325-332, 351-357 only)

Brown, S. C. (2004). Learning across the campus: How college facilitates the development of wisdom. *Journal of College Student Development*, 45, 134-148.

Sept. 16: King & Kitchener, Belenky et al.

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (Ch. 9: Later cognitive-structural theories, pp. 146-153, 161-170)

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide (3rd ed.)*. San Francisco: Jossey-Bass. (Chapter 13: Cognitive development in adulthood, pp. 332-338 only)

Goldberger, N. R. (1996). Cultural imperatives and diversity in ways of knowing. In N. Goldberger, J. Tarule, B. Clinchy, & M. Belenky (Eds.), *Knowledge, difference, and power: Essays inspired by women's ways of knowing* (pp. 335-371). New York: Basic Books.

King, P. M., & Shuford, B. C. (1996). A multicultural view is a more cognitively complex view: Cognitive development and multicultural education. *American Behavioral Scientist*, 40, 153-164.

Sept. 23: Kegan, Baxter Magolda; Cognitive-structural Synthesis

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (Ch. 9: Later cognitive-structural theories, pp. 153-161)

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide (3rd ed.)*. San Francisco: Jossey-Bass. (Chapter 13: Cognitive development in adulthood, pp. 338-340, 342-346 only)

Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education, *Journal of College Student Development*, 44, 231-247.

Love, P. G., & Guthrie, V. L. (1999a). *Understanding and applying cognitive development theory*. New Directions for Student Services, no. 88. San Francisco: Jossey-Bass. (Ch. 6: Kegan's orders of consciousness, pp. 65-76)

Love, P. G., & Guthrie, V. L. (1999b). *Understanding and applying cognitive development theory*. New Directions for Student Services, no. 88. San Francisco: Jossey-Bass. (Ch. 7: Synthesis, assessment, and application, pp. 77-93)

Torres, V., & Hernandez, E. (2007). The influence of ethnic identity on self-authorship: A longitudinal study of Latino/a college students. *Journal of College Student Development*, 48(5), 558-573.

Sept. 30: Moral Development: Kohlberg, Gilligan, Rest

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (Ch. 10: Kohlberg's theory of moral development; Ch. 11: Gilligan's theory of women's moral development, pp. 146-202)

Rest, J. R., Narvaez, D., Thoma, S. J., & Bebeau, M. J. (2000). A neo-Kohlbergian approach to morality research. *Journal of Moral Education*, 29, 381-395.

Delworth, U., & Seeman, D. (1984). The ethics of care: Implications of Gilligan for the student services profession. *Journal of College Student Personnel*, 25, 489-492.

Oct. 7: Theories of Intelligence and Learning Style

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (Ch. 12: Kolb's theory of experiential learning, pp. 207-224, Ch. 14: The Myers-Briggs adaptation of Jung's theory, pp. 243-259)

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide (3rd ed.)*. San Francisco: Jossey-Bass. (Ch. 7, Experience and Learning; Ch. 14: Intelligence and aging, pp. 373-380 only; Ch. 15: Memory, cognition, and the brain, pp. 406-411 only)

Gardner, H. (1987). The theory of multiple intelligences. *Annals of Dyslexia*, 37, 19-35.

Sternberg, R. (1993). Intelligence is more than IQ: The practical side of intelligence. *Journal of Cooperative Education*, 28(2), 6-17.

Oct. 21: Transformative Learning, Non-Western Perspectives, Critical, Postmodern, and Feminist Perspectives

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide (3rd ed.)*. San Francisco: Jossey-Bass. (Ch. 6: Transformational learning; Ch. 8: Embodied, spiritual, and narrative learning, pp. 207-215 only; Ch. 9: Learning and knowing: Non-Western perspectives; Ch. 10: Critical theory, postmodern, and feminist perspectives)

Manning, K. (1994). Liberation theology and student affairs. *Journal of College Student Development*, 35, 94-97.

Rhoads, R. A., & Black, M. A. (1995). Student affairs practitioners as transformative educators: Advancing a critical perspective. *Journal of College Student Development*, 36, 413-421.

Oct. 28: Principles of Psychosocial Theories, Erikson, Marcia, Josselson

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (Part Two Introduction, Psychosocial and identity development theories, pp. 31-34; Ch. 4: Josselson's theory of identity development in women, pp. 53-68)

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide (3rd ed.)*. San Francisco: Jossey-Bass. (Ch. 12: Adult development, pp. 306-307)

Josselson, R. E. (1996). *Revising herself*. New York: Oxford University Press. (Chapter 3: Identity, pp. 27-41)

Horst, E. A. (1995). Reexamining gender issues in Erikson's stages of identity and intimacy. *Journal of Counseling & Development, 78*, 271-278.

Nov. 4: Chickering

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. Ch. 3: Chickering's theory of identity development, pp. 35-52)

Foubert, J. D., Nixon, M. L., Sisson, V. S., & Barnes, A. C. (2005). A longitudinal study of Chickering and Reisser's vectors: Exploring gender differences and implications for refining the theory. *Journal of College Student Development, 46*(5), 461-471.

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.), *Working with Asian American college students*. New Directions for Student Services, No. 97, pp. 45-59. San Francisco: Jossey-Bass.

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. *Journal of College Student Development, 31*, 429-436.

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Nov. 11: Adult Development Theories

- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (Ch. 7: Schlossberg's transition theory, pp. 107-122)
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2006). *Learning in adulthood: A comprehensive guide (3rd ed.)*. San Francisco: Jossey-Bass. (Ch. 12: Adult development, pp. 307-308, 312-314 only)
- Levinson, D. J. (1986). A conception of adult development. *American Psychologist*, *41*(1), 3-13.
- Tennant, M., & Pogson, P. (1995). *Learning and change in the adult years: A developmental perspective*. San Francisco: Jossey-Bass. (Ch. 5 – The life course as a social construct)
- Elder, G. H., Jr. (1994). Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly*, *57*, 4-15.
- Renn, K. A. (2004). *Mixed race students in college: The ecology of race, identity, and community on campus*. Albany, NY: State University of New York Press. (Ch. 2: The ecology of multiracial identity on campus-An analytic framework and research design, pp. 27-52 only)

Dec. 9: Theory in Practice, Future Directions

- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (Part Five Introduction: Reflecting on theory in practice; Ch. 15: Using theories in combination; Ch. 16: Future directions for theory in student development practice, pp. 261-292)
- Upcraft, M. L. (1994). The dilemmas of translating theory to practice. *Journal of College Student Development*, *35*, 438-443.

Course Schedule and Assignment Due Dates

Aug. 26	Introduction to the course, theories-in-use, basic concepts, essentialist versus constructivist paradigms
Sept. 2	Understanding and using student development theory Assignment: Informal self-assessment
Sept. 9	Cognitive-structural principles, Piaget, Perry, Wisdom Assignment: Discussion starter_____
Sept. 16	King & Kitchener, Belenky et al. Assignment: Discussion starter_____
Sept. 23	Kegan, Baxter Magolda; Cognitive-structural synthesis Assignment: Discussion starter_____
Sept. 30	Moral development: Kohlberg, Gilligan, Rest Assignment: Discussion starter_____
Oct. 7	Theories of intelligence and learning style Assignment: Discussion starter_____
Oct. 14	ISPA – No class
Oct. 21	Transformative learning; non-Western perspectives, critical, postmodern, and feminist perspectives Assignment: Discussion starter_____
	Original source paper
Oct. 28	Principles of psychosocial theories, Erikson, Marcia, Josselson Assignment: Discussion starter_____
Nov. 4	Chickering Assignment: Discussion starter_____
Nov. 11	Adult Development Theories Assignment: Discussion starter_____
Nov. 18	Intervention presentations Assignment: Intervention papers
Nov. 25	Thanksgiving – No class

- Dec. 2 Intervention presentations
- Dec. 9 Using theory in practice, future directions, evaluation
Assignment: Formal self-assessment
- Dec. 15 HgEd research conference (please block out 8 a.m.–1 p.m.)