

Spring 2008
EOL 582: College Student Development
Tuesdays 4:00-6:50pm
Room 26, Children's Research Center

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

Course Objectives for Student Learning

1. To become familiar with major intended student learning outcomes of higher education, and to be able to construct and defend your own vision of an educated person that reflects an understanding of this literature.
2. To have a working familiarity with major theories of the learning and development of college students and how these theories can and have been used to guide research and educational practice.
3. To explore patterns of development and educational experiences among various subgroups of college students, including groups of students who differ by age, race/ethnicity, gender, and sexual orientation.
4. To examine how the structure and organization of various educational environments promote and inhibit student learning and development; and to be able to offer suggestions that are explicitly grounded in theory and research to improve learning outcomes. (For this purpose, the term "educational environment" is defined broadly to include classroom settings, co-curricular contexts, and administrative policies and practices that affect student learning and development.)
5. To explore connections across major aspects of development, showing how these changing attributes are interrelated within the developing person, and how educational interventions can be designed that take into account these interrelationships.
6. To identify needs and strategies for further exploration of relevant student development theories and practices.

Required Texts

Toward these ends, the following texts will be used in this course. These works are available either on-line or in local bookstores.

Baxter Magolda, M. B. (2000). (Ed.), *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning, No. 82. San Francisco: Jossey-Bass. [I will refer to this volume on the

course schedule as “Baxter Magolda, 2000”.] [On-line]

Love, P. G. & Guthrie, V. L. (1999) (Eds.). *Understanding and applying cognitive development theory*. New Directions for Student Services, No. 88. San Francisco: Jossey-Bass. [I will refer to this volume on the course schedule as “Love & Guthrie”.] [On-line]

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

Optional Texts:

In addition to the required texts, students should purchase one of the two works below.

Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass.

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 Publishers.

Multiple chapters of the following books are also required. While these will be available on reserve, each would be a good addition to your professional library.

Chickering, A. W. & Reisser, L. (1993). *Education and identity (2nd ed.)*. San Francisco: Jossey-Bass .

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

Assignments:

APA Publications Manual: With the exception of informal journal entries, all work submitted for this class should adhere to the style and formatting guidelines of the American Psychological Association as presented in the *APA Publication Manual (5th ed., 2001)*. This includes, but is not limited, to citations, page numbering, and grammatical considerations.

Flexible Assignments/Flexible Values: As we will discuss this semester, setting appropriate challenges and structural supports are important for fostering development in a number of different domains. As part of a larger effort to model this practice and allow students to author their own experiences, flexibility in the assignments and their values will be offered within the larger structure outlined below. By the fifth class, students will identify the assignments that they plan to undertake and will assign them their chosen values.

Class Participation: As members of a learning community, students are expected to actively and thoughtfully engage in the weekly class sessions. In order to fulfill the promise of a graduate seminar, plan to study the assigned readings prior to class, respond to study questions that are provided to you or suggested in class, and bring with you any questions or issues you would like to address in class. Informal assignments or class activities will be used to increase your involvement in the class. These procedures should improve both the quality of our class discussions and the value of the readings and class activities for you. These include the Connections Assignment, the Racial Identity Assignment, and Reflective Journals described below. Students who are not able to attend class are expected to alert the instructor in advance AND to arrange in advance to obtain notes, handouts, etc. and review class activities

with one or two classmates.

Reflective Journals: As we will discuss during this semester, structured reflection can be a powerful tool in promoting understanding and development. Throughout this course, you will be asked to reflect upon your own development and practice and the issues that we are exploring in this course. Each week, you should devote some time to writing about the issues under consideration and how you understand them and yourself in relation to these issues. This writing should be compiled in a journal or folder that you **bring to class each week**. Periodically, students will be asked to share reflections in class. While these reflections might be informal in tone, they are an important part of the course and the learning that is being supported.

Each week, questions will be provided to help structure your reflection. Please use these in the spirit in which they are provided, as jumping off points or supplements to your own ideas. Your reflections should address the issues that you find most salient, rather than strictly adhering to a question or set of questions.

Connections: Part of the learning process involves acquiring the ability to apply knowledge to new contexts and situations. In an effort to foster this ability and encourage class members to make connections between course readings and their lives beyond this course, students will be required to complete a short assignment in which they use student development theory to explain or describe an external situation or event, real or fictional. Each student will submit a short 2-page hand out explaining the connection and how theory can (and cannot) help understand a situation. Students will provide short (approximately 10-15 minutes) presentations about the connection that they have made.

Racial Identity Theory: For session 9, pairs of students will be assigned the task of exploring identity development as it pertains to different racial and ethnic groups, including addressing how traditional theories speak to the group under consideration and exploring the group-specific identity theories that have been generated. Groups will be responsible for sharing their learning with their classmates both in small group discussions and through a short handout.

Short Papers: Completion of at least two (of three) short papers is required for successful completion of this course. Although these papers will deal with different domains of development (cognitive, identity, and moral), they will build on each other.

- The first paper will require students to explain a theory of cognitive development, including how it was created, what development in this area looks like, and what this development enables students to do.
- For the second paper, students will provide a brief overview of a theory of identity development and then describe their own development in that area. These papers will require students to consider if and how theory can help them interpret their own development.
- For the final paper, students will provide a brief overview of a theory of moral development and then address what can be done to promote development in this domain, either on the institution, departmental or individual level.

Independent Project: Recognizing that students will enter this class with different interests and goals, students will be provided the flexibility to design their own final project. As a first step toward successful completion of this assignment, each student will identify his or her learning goals by the fifth session of the class. A learning contract detailing the proposed method of achieving these goals and providing a preliminary list of references will be due on session 8. A separate handout will describe the elements of this assignment in more detail.

Final Exam: In lieu of a final project, students might choose to undertake a closed book final exam during exam week. This exam will consist of one essay question and will require students to examine theories of development in depth.

Assignment	Due Date	Percentage
Learning Goals	Session 5	0%
Short Paper I: Understanding Cognitive Theory	Session 6	0-20 %
Short Paper II: My Identity Development	Session 10	0-20 %
Short Paper III: Fostering Moral Development	Session 13	0-20 %
Class Participation	Weekly	15 %
Independent Project		
Learning Contract	Session 8	0-5 %
Final Project	Session 15	0-45%
Final Exam	TBA	0-40%

Attendance: Students are expected to attend each session and be prepared to begin each session on time. If a lateness or absence is anticipated, please inform the instructor as early as possible. Repeated absence or lateness will result in a reduction of the class participation grade. In extreme circumstances and with instructor approval, students will be able to turn in an extensive supplementary assignment in place of attending a weekend.

Participation: Students are expected to engage actively and thoughtfully in each class sessions. In order to fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Informal assignments or class activities will be used to increase your involvement in the class. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

Deadlines: Unless otherwise specified, all assignments should be turned in at the beginning of class on the day they are due or by 5pm on a non-class day. Work turned in after the deadlines will receive minimal feedback and a lower grade. The penalty for late work increases as time passes.

Academic Integrity: All students are expected to maintain high standards of academic integrity. All completed assignments must be original work for this course (and not dually submitted for another course without prior approval), must consist of original ideas and writing, and must include appropriate citations of others' ideas. As a student in this course, you are responsible for knowing and adhering to both the letter and spirit of the University of Illinois' policies regarding academic integrity and student conduct, including but not limited to those specified in The Student Code (available: www.admin.uiuc.edu/policy/code).

Human Subjects Review: All class members are expected to uphold both the spirit and letter of all policies pertaining to the use of human subjects in research. Please familiarize yourself with the University of Illinois' policies, including but not limited to those outlined by the College of Education (available: <http://www.ed.uiuc.edu/ber/webpages/HumanSubjects.html>).

Services: If you believe that you may need accommodations due to special circumstances, please contact the instructor within the first two weeks of the class so that appropriate arrangements can be made.

Syllabus: While the main assignments, issues and topics will remain the same, slight alterations in and additions to the readings will occur in response to identified class needs and interests.

Course Schedule

Please Note: Assignments and readings are listed under the date that they are due. All assignments are due at the beginning of the appropriate sessions.

January 15 Session 1: Introduction to the Course and Each Other

Goals:

- Provide overview of course and expectations
- Begin process of getting to know each other
- Create community guidelines

Assignments: None

Required Readings: None

Unit I: The Relationships between Desired Learning Outcomes and Student Development Theory

In this unit, class members will work to clarify expectations, acquaint themselves with each other, and start to build a learning community. Additionally, several important questions will be addressed:

- What are the intended outcomes of higher education in terms of student learning? For whom?
- How might we understand and organize these learning outcomes to enable us to better foster their achievement?
- How can theory help us understand student learning and development? How can it help us promote development?
- What are the basic categories of student development theory and how are they related?

January 22 Session 2: Intended Outcomes of Higher Education

Goals:

- Begin to identify and offer an initial rationale for what you view to be the intended learning outcomes of higher education
- Understand larger intended outcomes of higher education
- Begin to see how these outcomes relate to student development theory

Assignments:

Review syllabus and bring any questions to class
Review *APA Manual*

Journal Questions: What do you see as the appropriate learning outcomes of higher education? What were your goals when you attended college? How do these relate?

Required Reading:

Baxter Magolda, M. B. (2004). Self-authorship as the common goal of 21st century education. In M. B. Baxter Magolda & P. M. King, *Learning partnerships: Theory and models of practice to educate for self-authorship* (pp. 1-35). Sterling, VA: Stylus.

Bowen, H. R. (1997). *Investment in learning: The individual and social value of American higher education*. Baltimore: Johns Hopkins University Press.
Chapter 2: The intended outcomes of higher education, pp. 31-60.

Boyer, E. (1987). *College: The undergraduate experience in America*. New York; Harper & Row, Publishers.
Ch. 4: Two essential goals (pp. 58-69)

King, P. M. (1999). Putting together the puzzle of student learning. *About Campus*, 4 (1), 2-4. [On-line]

ACPA. (1996). "Student Learning Imperative." Available: <http://www.acpa.nche.edu/sli/sli.htm>

Supplemental Reading:

Barnett, R. (1990). *The idea of higher education*. Bristol, PA: The Society for Research into Higher Education & Open University Press.
Ch. 11: Beyond Teaching and Learning, 149-161

Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus Publishing, LLC.
Ch. 1: Complex lives, pp. 3-36

Bok, D. C. (1986). *Higher learning*. Cambridge, MA: Harvard University Press.
Ch. 2: Undergraduate education.

Boyer, E. (1987). *College: The undergraduate experience in America*. New York; Harper & Row, Publishers.
Ch. 5: Language: The first requirement (pp. 73-82)
Ch. 6: General education: The integrated core (pp. 83-101)
Ch. 7: Specialization: The enriched major (pp. 102-115)

Brubacher, J. S. (1982). *On the philosophy of higher education*.
Ch. 4: Higher Education for Whom? (pp. 61-73).

Newman, J. H. (1996). *The idea of the university*. New Haven: Yale University Press.

Rosovsky, H. (1990). *The university: An owner's manual*. New York: W. W. Norton & Company, Inc.
Ch. 6: The Purposes of liberal education (pp. 99-112).

January 29 Session 3: Understanding and Using Theory

Goals:

- Be able to identify and appreciate different types of student development theory.
- Understand differences between development and change and how this distinction is significant for working with college students.
- Begin to understand how student development occurs.
- Consider the relationship between the creation of a theory and its applicability.

Assignments:

Journal Questions: Identify one way in which you developed in college. How does this change relate to one of the broad groups of theories that the readings have identified?

Required Readings:

Strange, C. (1994). Student development: The evolution and status of an essential idea. *Journal of College Student Development*, 35 (6), 399-412.

King, P. M. (1994) Theories of college student development: Sequences and consequences. *Journal of College Student Development*, 35 (6), 413-421.

Chickering, A. W. & Reisser, L. (1993). *Education and identity*, 2nd ed. San Francisco: Jossey- Bass. Chapter 1: A current theoretical context for student development, 1-42.

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

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

Supplemental Readings:

Pascarella, E. T. & Terenzini, P. T (1991). Theories and models of student change in college. *How college affects students* (15-61). San Francisco: Jossey-Bass Publishers.

Stage, Frances K. (1991). Common elements of theory: A framework for college student development. *Journal of College Student Development*, 32 (1), 56-61.

Unit II: Using models and principles of cognitive development to promote achievement of intended learning outcomes.

In this unit, we will explore several theories of cognitive development and work to both differentiate between them and understand how they can be used in conjunction with each other. We will explore the following questions, among others:

- What does development in this domain look like? What is increased cognitive complexity?
- Is cognitive development gender-related? If so, in what ways?
- What can institutions do to foster cognitive development? What can individuals do?

February 5 Session 4: Cognitive Development Theory I

Goals:

- Understand key concepts, including stages, challenge and support, cognitive dissonance, and constructivism
- Understand the development of different models of cognitive development
- Begin to understand the qualitative differences between increasingly complex ways of making meaning

Assignments:

Journal Questions: How did you reason when you entered college? What dissonance did you experience? How did you react to it? In what ways did your ways of making meaning develop? How?

Required Readings:

Perry – Love & Guthrie (1999), Ch. 1, Perry’s intellectual scheme

Belenky, Clinchy, Goldberger, & Tarule

Love & Guthrie (1999), Ch. 2, Women’s ways of knowing

Clinchy, B. M. (2000). Toward a more connected vision of higher education. In Baxter Magolda (2000).

King & Kitchener

Love & Guthrie (1999), Ch. 4 – King & Kitchener’s Reflective Judgment Model

King, P. M. (2000). Learning to make reflective judgments. In Baxter Magolda (2000).

Baxter Magolda – Love & Guthrie (1999), Ch. 3 – Baxter Magolda’s epistemological reflection model

Supplemental Readings

Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students’ intellectual development*. San Francisco: Jossey-Bass Publishers.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., Tarule, J. M. (1986). *Women’s ways of knowing: The development of self, voice and mind*. New York: Basic Books.

Goldberger, N. R., Tarule, J. M., Clinchy, B. M., & Belenky, M. F.(Eds.) (1996) *Knowledge, difference and power: Essays inspired by Women’s Ways of Knowing*. New York: Basic Books.

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 Publishers.

Perry, W. G., Jr. (1970). *Intellectual, and ethical development in the college years: A scheme*. Austin, TX: Holt, Rinehart, and Winston.

February 12 Session 5: Cognitive Development Theory II

Goals:

- Be able to identify exemplars of different stages/ways/positions of reasoning
- Understand the concept of self-authorship
- Be able to articulate the differences between Perry’s Scheme; Belenky, et al’s model; King & Kitchner’s Reflective Judgment Model; Baxter Magolda’s Epistemological Reflection Model; and Kegan’s Orders of Consciousness

Assignments:

Journal Questions: Has someone visited your farm? In what ways? Have you visited someone else’s? How might you?

Excerpt ratings: Complete handouts and bring to class for discussions.

Learning Goals: Submit your learning goals for your final project.

Required Readings:

Kegan

Love & Guthrie (1999), Ch. 6 – Kegan's orders of consciousness

Ignelzi, M. (2000). Meaning-making in the learning and teaching process. In Baxter Magolda (2000).

Students are expected to read the appropriate portions of one of the following two works:

Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass Publishers.

Chapter 1: Studying ways of knowing (pp. 3-27)

Chapter 2: Gender-related patterns in knowing (pp. 28-72)

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 Publishers.

Chapter 2: Creating a new theoretical model of reflective judgment (pp. 20-43)

Chapter 3: The seven stages of reflective judgment (pp. 44-74)

Chapter 6: Research on the reflective judgment model *with Phillip K. Wood* (pp. 124-188).

Supplemental Reading:

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge: Harvard University Press.

February 19 Session 6: Promoting Cognitive Development in Higher Education

Goals:

- Understand the benefits of promoting cognitive development through multiple aspects of institutions
- Begin to understand ways in which cognitive development can be fostered outside of classrooms
- Attend to remaining questions about cognitive development

Assignments:

Journal Questions: How has your understanding of cognitive development been affected by reading selections of a primary text as opposed to secondary sources? What has struck you that you might otherwise have missed?

Short Essay 1: Understanding Cognitive Development

Required Readings:

Love & Guthrie (1999), Ch. 7 – Synthesis, assessment, and application

Students are expected to read the appropriate portions of one of the following two works:

Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass Publishers.

Chapter 10: Supporting patterns of knowing in the cocurriculum (pp. 296-339)

Chapter 11: Promoting cocurricular learning (pp. 340-365)

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 Publishers.

Chapter 9: Fostering reflective judgment in the college years (pp. 222-258)

Unit III: Using models and principles of identity development to promote the achievement of desired learning outcomes

In this unit, we turn our attention to identity development and explore how it relates to the intended outcomes of higher education. Among the questions we will ask are:

- What does development in this domain look like?
- What aspects of self make up identity? How do they relate to each other?
- How do we understand our own identity?
- Is identity gender-related? In what ways?
- What models of identity development help us understand issues facing college students? How might we use these models to inform and improve our practice?

February 25 Session 7: Understanding and Promoting Identity Development

Goals:

- Understand identity as complex and multifaceted, with different aspects being more salient at different times of a person's life.
- Begin to understand Chickering's seven vectors & Josselson's pathways to identity development in women.
- Understand criticisms of traditional identity development models and ways in which they may or may not be appropriate to use with different populations and student subgroups.

Assignments:

Journal Questions: How do you describe your own identity? How would you have described it when you entered college?

Required Readings:

Jones, S. R. and McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41 (4) 405-414.

Chickering, A. W. & Reisser, L. (1993). *Education and identity*, 2nd Edition. San Francisco: Jossey-Bass Publishers.

Intro to Part One: Overview (pp. 43-52)

Intro to Part Two: Key influences on student development (pp 264-281)

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

Evans, N. J. Forney, D. S., & Guido-DiBrito, F. (1998). Josselson's theory of identity development in women. In N. J. Evans, D. S. Forney, & F. Guido-DiBrito (Eds.). *Student development in college: Theory, research, and practice* (pp. 53-68). San Francisco: Jossey-Bass Publishers.

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.

Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2001). A theoretical examination of psychosocial issues for Asian Pacific American students. *NASPA Journal*, 38 (4), 411-437.

Supplemental Readings:

Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education. *Journal of College Student Development*, 44 (1), 231-247. [On-line]

Chickering, A. W. & Reisser, L. (1993). *Education and identity, 2nd Edition*. San Francisco: Jossey-Bass Publishers.

McEwen, M. K. (2003). New perspectives on identity development. In S. R. Komives, D. B. Woodard, Jr. & Associates (Eds.), *Student services: A handbook for the profession, 4th edition* (pp. 188-217). San Francisco: Jossey-Bass.

Jones, S. R. (1996). Toward inclusive theory: Disability as social construction. *NASPA Journal* 33, 347-354.

Josselson, R. (1987). *Finding herself: Pathways to identity development in women*. San Francisco: Jossey-Bass Publishers.

Josselson, R. (1996). *Revising herself: The story of women's identity from college to midlife*. New York: Oxford University Press.

Pope, R. L. (2000). The relationship between psychosocial development and racial identity of college students of color. *Journal of College Student Development*, 41, 302-312.

March 4 Session 8: Identity Development II: Sexual and Racial/Ethnic Identity

Goals:

- Explore sexual identity development
- Consider benefits and drawbacks of different ways of understanding identity
- Introduce issues of racial and ethnic identity development

Assignments:

Journal Questions: What elements of your identity (including but not limited to those previously discussed) are most salient to you at this point in your life? Why? What are the implications?

Learning Contract

Required Readings:

- Evans, N. J., Forney, D. S. & Guido-DiBrito, F. (1998). Gay, lesbian, and bisexual identity development. In N. J. Evans, D. S. Forney, & F. Guido-DiBrito (Eds.), *Student development in college: Theory, research, and practice* (pp. 89-106). San Francisco: Jossey-Bass.
- Bilodeau, B. L. & Renn, K. R. (2005). Analysis of LGBT identity development models and implications for practice. In R. L. Sanlo (Ed.), *Gender identity and sexual orientation: Research, policy, and personal perspective*. New Directions for Student Services, no. 111. San Francisco: Jossey-Bass.
- Fassinger, R. E. (1998). Lesbian, gay and bisexual identity and student development theory. In R. L. Sanlo (Ed.), *Working with lesbian, gay, bisexual, and transgendered college students: A handbook for faculty and administrators* (pp. 13-22). Westport, CT: Greenwood.
- Rhoads, R. A. (1997). A subcultural study of gay and bisexual college males. *Journal of Higher Education*, 68 (4), 46-482.
- Evans, N. (2000). Creating a positive learning environment for gay, lesbian, and bisexual students. In Baxter Magolda (2000).
- Worthington, R. L., Savoy, H. Dillon, F. R. Vernaglia, E. R. (2002). Heterosexual identity development: A multidimensional model of individual and group identity. *The Counseling Psychologist*, 30, 496-531.

Supplemental Readings:

- Levine, H. & Evans, N. J. (1991). The development of gay, lesbian, and bisexual identities. In N. J. Evans & V. A. Wall (Eds.), *Beyond tolerance: Gays, lesbians, and bisexuals on campus* (pp. 1-24). Alexandria, VA: American College Personnel Association.
- Wall, V. A. & Evans, N. J. (1991). Using psychosocial development theories to understand and work with gay and lesbian persons. In N. J. Evans & V.A. Wall (Eds.), *Beyond tolerance: Gays, lesbians, and bisexuals on campus* (pp. 25-38). Alexandria, VA: American College Personnel Association.
- Reynolds, A. L. & Hanjorgiris, W. F. (2000). Coming out: Lesbian, gay and bisexual identity development. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), *Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients*. Washington, DC: American Psychological Association.
- Rhoads, R. A. (1994). *Coming out in college: The struggle for a queer identity*. Westport, CT: Bergen and Garvey.
- Cass, V.C. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, 4, 219-235.
- D'Augelli, A. R. (1991) Gay men in college: Identity processes and adaptations. *Journal of College Student Development*, 32, 140-146.
- Bilodeau, B. L. (2005). Beyond the gender binary: A case study of two transgender students at a midwestern research university. *Journal of Gay & Lesbian Issues in Education*, 3(1), 29-44.
- Renn, K. A. (2000). Including all voices in the classroom: Teaching lesbian, gay, and bisexual students. *College Teaching*, 48 (4), 129-135.
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March 11 Session 9: Identity Development III: Racial and Ethnic Identity Development

Goals:

- Be able to articulate a wide variety of factor that affect racial and ethnic identity development for members of different racial and ethnic groups
- Understand race as a social construction and how this affects social interactions around issues of race
- Understand the main tenets of theories of racial and ethnic identity development

Assignments:

Journal Questions: When did you first notice your racial identity? How has your understanding of your racial identity changed? Do certain events/crises stand out? How do your racial and ethnic identity relate?

Racial/Ethnic Identity Assignment: Groups of students will take responsibility for explaining models and theories related to specific racial/ethnic populations to their classmates.

Required Readings:

Evans, N. J., Forney, D. S. & Guido-DiBrito, F. (1998). Racial and ethnic identity development. In N. J. Evans, D. S. Forney, & F. Guido-DiBrito, *Student development in college: Theory, research, and practice* (pp. 69 -88). San Francisco: Jossey-Bass.

Tatum, B. D. (1997). Racial identity in adulthood. In B. D. Tatum, "*Why are all the Black kids sitting together in the cafeteria?*" and other conversations about race (pp. 75-90). New York: Basic Books.

Tatum, B. D. (1997). Critical issues in Latino, American Indian, and Asian Pacific American identity development. In B. D. Tatum, "*Why are all the Black kids sitting together in the cafeteria?*" and other conversations about race (pp. 131-166). New York: Basic Books.

Students will sign up to read one of the following groups of articles and will be prepared to share their learning with the class.

Racial Identity—African Americans

Cross, W. E., Jr. & Fhagen-Smith, P. (2001). Patterns of African American identity development: A life span perspective. In Wijeyesinghe, C. L. and Jackson, B. W. III. (2001). *New perspectives on racial identity development: A theoretical and practical anthology*. New York: New York University Press.

Fries-Britt, S. (2000). Identity development of high-ability Black collegians. In Baxter Magolda (2000).

Racial Identity—Asian Americans

Sodowsky, G. R., Kwan, K-L. K., & Pannu, R. (1995). Ethnic identity of Asians in the United States. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 123-154). Thousand Oaks, CA: Sage.

Kodama, C. M., McEwen, M. K., Liang, C. H. T., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. *New Directions for Student Services*, no. 97, 45-59.

Racial Identity—European Americans

- Ortiz, A. M. & Rhoads, R. A. (2000). Deconstructing whiteness as part of a multicultural educational framework: From theory to practice. *Journal of College Student Development*, 41 (1) 81-93.
- Helms, J. E. (1990). Toward a model of White racial identity development. In J. E. Helms (Ed.), *Black and White racial identity: Theory, research, and practice* (pp. 49-66). New York: Greenwood Press.
- Hardiman, R. (2001). Reflections on White identity development theory. In C. L. Wijeyesinghe & Jackson, B. W. III. (2001). *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 108-128). New York: New York University Press.

Racial Identity—Hispanic/Latino/a

- Casas, J. M. & Pytluk, S. D. (1995). Hispanic identity development: Implications for research and practice. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.) *Handbook of multicultural counseling* (pp. 155-180). Thousand Oaks, CA: Sage.
- Torres, V. (2003). Influences on ethnic identity development of Latino college students in the first two years of college. *Journal of College Student Development* 44, 532-547.

Multiracial/Biracial Identity Development

- Cortés, C.E. (2000). The diversity within: Inter marriage, identity, and campus community. *About Campus*, 5 (1), 5-10. [On-line]
- Kerwin, C. and Ponterotto, J. G . (1995). Biracial identity development. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (pp. 199-217). Thousand Oaks, CA: Sage.
- Renn, K. A. (2000). Patterns of situational identity among biracial and multiracial college students. *The Review of Higher Education*, 23 (4), 399-420. [On-line]

Supplemental Readings:

- Jones, L. (Ed.). (2000). *Brothers of the academy: Up and coming Black scholars earning our way in higher education*. Sterling, VA: Stylus.
- Tatum, B. D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62 (1), 1-24.
- Mabokela, R. O. & Green, A. L. (Eds.). (2001). *Emergent Black women scholars in higher education*. Sterling, VA: Stylus.
- Manning, K. (1994). Multicultural theories for multicultural practice. *NASPA Journal* 31 (3), 176-185.
- McEwen, M. K., Kodama, C. M., Alvarez, A. N., Lee, S., Liang, C. T. H. (2002). (Eds.), *Working with Asian American college students*. New Directions for Student Services, No. 97. San Francisco: Jossey-Bass.

Ortiz, A. M. (Ed.).(2004). *Addressing the unique needs of Latino American students*. New Directions for Student Services. No. 105. San Francisco, Jossey-Bass.

Pope, R. L. (2000). The relationship between psychosocial development and racial identity of college students of color. *Journal of College Student Development*, 41, 302-312.

Wijeyesinghe, C. L. & Jackson, B. W. III (Eds.). (2001). *New perspectives on racial identity development: A theoretical and practical anthology*. New York: New York University Press.

April 1 Session 10: Cognitive and Identity Development

Goals:

- Revisit and explore the multiple aspects of identity
- Understand how cognitive and identity development are related to and affect one another

Assignments:

Journal Question: How do various aspects of your identity relate to how you know? How does how you come to know and make meaning affect how you express your identity?

Short Paper II: My Identity Development

Required Readings:

Jones, S. R. (1997). Voices of identity and difference: A qualitative exploration of multiple dimensions of identity development in women college students. *Journal of College Student Development* 38 (4), 376-386.

Wilson, A. (1996). How we find ourselves: Identity development and two-spirit people. *Harvard Educational Review*, 66 (2), 303-317. [on-line]

Love & Guthrie (1999), Ch. 5: Interpersonal, cultural, and emotional influences on cognitive development.

King, P.M., & Baxter Magolda, M.B. (1996). A developmental perspective on learning. *Journal of College Student Development*, 37, 163-173.

Baxter Magolda (2000). Teaching to promote holistic learning and development. In Baxter Magolda (2000).

Brookfield, S. D. (1999). What is college really like for adult students? *About Campus*, 3 (6), 10-15.

Supplemental Reading:

Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education. *Journal of College Student Development*, 44 (2), 231-247.

Unit IV: Using models and principles of character and moral development to promote the achievement of desired learning outcomes

In this unit, we examine moral and character development. We will explore the following questions, among others:

- What does development in this domain look like? That is, how does it progress? What attributes develop over time?
- Is moral development gender-related? If so, in what ways?
- What can institutions do to foster moral development? What can individuals do?

April 8 Session 11: Moral Development in College I

Goals:

- Understand and be able to explain Kohlberg's theory of moral development
- Assess the relationship between gender and moral development
- Be able to discern moral elements of a situation

Assignments:

Journal Questions: What moral issues did you face in college? How did you react? How would you describe your reasoning? Your actions? What approach best describes you think through moral decisions? What is the basis for the approach?

Required Readings:

Kohlberg, L. (1984). *The psychology of moral development: The nature and validity of moral stages*. San Francisco: Harper & Row Publishers.

Chapter 2: Moral stages and moralization: The cognitive-developmental approach (pp. 170-205).

Kohlberg, L. (1991). My personal search for universal morality. In Kuhmerker, L. (Ed.), *The Kohlberg legacy for the helping professions* (pp. 11-17). Birmingham, AL: R. E. P. Books.

Geilen, U. (1991). Research on moral reasoning. In Kuhmerker, L. (Ed.), *The Kohlberg legacy for the helping professions* (pp. 39-60). Birmingham, AL: R. E. P. Books.

Rest, J. R. (1994). Background: Theory and research. In Rest, J. R. and Narvaez, D. (Eds.), *Moral development in the professions: Psychology and applied ethics*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers.

Brabeck, M. (1983). Moral judgment: Theory and research on differences between males and females. *Developmental Review*, 3, (274-291).

Pinker, S. (January 13, 2008). The moral instinct. *New York Times Magazine* Available at: <http://www.nytimes.com/2008/01/13/magazine/13Psychology-t.html?em&ex=1200459600&en=98ce460aefda898e&ei=5087%0A>

Supplemental Readings:

Gilligan, C. (1977). In a different voice: Women's conceptions of self and of morality. *Harvard Educational Review* 47 (4), 481-517.

Kuhmerker, L. (Ed.), (1991). *The Kohlberg legacy for the helping professions* (pp. 39-60). Birmingham, AL: R. E. P. Books.

Puka, B. (Ed.), (1994). *Moral Development: Vol. 6. Caring voices and women's moral frames: Gilligan's view*. New York: Garland Publishing, Inc.

April 15 Session 12: Moral Development in College II

Goals:

- Examine moral development in the college setting
- Explore ways in which institutions can promote moral development

Assignments Due:

Journal Questions: How heavily were moral and character education emphasized at your undergraduate institution? What evidence do you have? What ways were your own and others' moral development promoted and/or hindered by your educational environment?

Bring ideas for session 14 to class

Required Readings:

Noddings, N. (1995). Care and moral education. (pp. 137 – 148). In W. Kohli (Ed.) *Critical Conversations in Philosophy of Education*. New York: Routledge.

Colby, A. & Ehrlich, T. (with Beaumont, E., Rosner, J., & Stephens, J.). (2000) Higher education and the development of civic responsibility. In T. Ehrlich (Ed.) *Civic Responsibility in Higher Education*. (pp. xxi-xxlii). Washington, DC: American Council on Education.

Eyler, J. & Giles, D. E., Jr. (1999). Identifying the learning outcomes of service. In J. Eyler & D. E. Giles, *Where's the learning in service learning?* (pp. 1-22). San Francisco: Jossey-Bass.

Berkowitz, M. W. & Fekula, M. J. (1999). Educating for character. *About Campus*, 4 (5), 17-22. [On-line]

Read at least two of the following five articles:

Derryberry, W.P., & Thoma, S.J. (2000). The friendship effect: Its role in the development of moral thinking in students. *About Campus*, 5 (2), 13-18. [On-line]

Piper, T. (1997). Empowering students to create community standards. *About Campus*, 2 (3), 22-24. [On-line]

Cole, S. & Kiss, E. (2000). What can we do about student cheating? *About Campus*, 5 (2), 5-12. [On-line]

Rhoads, R. A. (2000). Democratic citizenship and service learning: Advancing the caring self. In Baxter Magolda (2000).

Guarasci, R. (2001). Developing the democratic arts. *About Campus*, 5 (6), 9-15. [On-line]

Supplemental Readings:

Bok, D. (1990). *Universities and the future of America*. Durham, NC: Duke University Press.
Chapter 3: The demise and rebirth of moral education (pp. 55-78)
Chapter 4: Toward a contemporary program of moral education (pp. 79-102)

Ignelzi, M. G. (1990) Ethical education in a college environment: The just community approach. *NASPA Journal*, 27 (3), 192-198.

Unit V: Promoting Self-Authorship

In this unit, we will return to self authorship and consider how cognitive, identity, and character/moral development are related? Among the questions that we will ask are:

- How might intellectual level affect one's sense of ethical identity?
- How might ethnicity or sexual orientation affect a student's understanding of fairness?
- How might changes in a student's moral development affect his or her understanding of human differences?

April 22 Session 13: An Integrated Approach to Development

Goals:

- Reconsider holistic student development
- Appreciate the complexity interactions of different domains of student development
- Address ways in which colleges and universities might foster self-authorship

Assignments Due:

Journal Questions: What has good company looked like for you? How has it made a difference? How might you be good company as you interact with students or others you care about?

Short Paper III: Fostering Moral Development

Required Readings

Baxter Magolda (2001). Ch. 7 – Creating contexts for self-authorship in academic affairs
Ch. 8 – Creating contexts for self-authorship in campus work settings
Ch. 9 – Creating contexts for self-authorship in the co-curriculum

Baxter Magolda, M. B. (2004). Learning Partnerships Model: A framework for promoting self-authorship. In M. B. Baxter Magolda & P. M. King, *Learning partnerships: Theory and models of practice to educate for self-authorship* (pp. 37-62). Sterling, VA: Stylus.

Supplemental Reading:

Baxter Magolda, M. B. & King, P. M. (2007). Interview strategies for assessing self-authorship: Constructing conversations to assess meaning making. *Journal of College Student Development* (48)5, 491-508.

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

Jones, C. E. & Watt, J. D. (1999). Psychosocial development and moral orientation among traditional-aged college students. *Journal of College Student Development* 40 (2), 125-131.

April 29 Session 14: Open Session Built Around Student Ideas

Goals:

- Address student questions

- Share learning from final projects

Assignments Due:

Journal Questions: What do you see as the appropriate learning outcomes of higher education? What might you do to foster these? Would you like to understand better about student learning and development? How do you plan to do it?

Presentations of Final Projects

May 6

Session 15: TBA

Assignments Due:

Final projects