



CSP 6020: Theory and Assessment of College Student Development

Fall 2016 Course Syllabus

Bowling Green State University

Thursday, 1:00pm-3:45pm, 355 Education Building

Section 5002, Course #73919

Christina J. Lunceford, Ph.D.

330 Education Building

Phone: (419) 372-7383

E-mail: cjlunce@bgsu.edu

Office Hours: Drop in and by appointment

Course Description and Learning Goals

The purpose of this course is to examine a range of human development theories that offer insight into the processes of student learning, growth, and development during the postsecondary years. Special focus is directed toward understanding the implications of these models and concepts for the policies and practices of higher education in general and student affairs and services in particular. Toward that end the following course goals are pursued:

1. To gain an explicit understanding of select theories and models which describe the development of college/university students and the conditions and mechanisms that facilitate such development;
2. To develop an understanding and appreciation for how differences of race, nationality, socioeconomic class, gender, age, sexual orientation, disability, or religious belief can influence development during the college years;
3. To develop an initial understanding of the relationship of theory to practice in student affairs;
4. To approach a personal working synthesis of student development, based upon observation, critical reflection, and consideration of the range of current theories and applications; and
5. To develop the skills of analysis, synthesis, and communication (oral and written) concerning issues and ideas salient to the student affairs profession.

Required Texts

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

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

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

Other materials as assigned and made available on Canvas.

Learning Activities

Class Participation and Attendance

All members share responsibility for the success of this course. As such, you are expected to participate actively in each class session. Doing so requires you to attend every class session for the full period, having prepared by doing all assigned readings and projects *prior* to coming to class. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas; how do they translate into practice? How do they encourage me to act? What are the issues that emerge from these concepts and ideas? You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions. Significant numbers of absences and/or tardiness will affect your final grade.

Informal Theory “Paper”

The purpose of this assignment is to introduce yourself to me and to tap your "personal theories and hunches" about college students before they are framed and cast in your exposure to the many formal theories and models of this course. *Please complete your paper prior to any assigned readings for the course.*

Please introduce yourself and respond to the items below. Reflecting on your own undergraduate college experience, address the following:

- 1) In what ways did you differ as a senior in comparison to your memories of yourself as a first year student? What specific changes took place with respect to any of these differences?
- 2) To what experiences do you attribute these changes (in and/or out of the classroom)? What helped shape these changes?
- 3) What conclusions would you draw in summarizing the student development journey of your own college experience that might serve as “generalizable” lessons about how students learn, develop, and grow?

Think about development over time- from transitioning in to transitioning out of a college or university. Also think about development in specific areas of a person- think about holistic development. Your “paper” should be 5-6 pages in length, double-spaced. You have some flexibility in regards to the format of your paper- some have used bullet points to help

summarize certain areas of development. This is okay for this particular “paper”; however, please include enough narrative so that your paper is not a series of bulleted statements. Submit your paper to Canvas **AND** bring a hard copy with you the first day of class.

Case Study Analysis

Each student will complete a 3- to 4-page case study analysis. This assignment is designed to apply theory in practice. Students will be asked to demonstrate the ability to identify issues and concerns that need to be addressed, determine goals and intended outcomes for the issues and concerns, identify relevant theoretical models or frameworks, analyze student characteristics through selected theoretical perspectives, design interventions to meet intended goals and outcomes that are grounded in theoretical perspectives, and determine effective methods to evaluate the outcome of the intervention (from Stage & Dannells, 2000). Case studies will be distributed November 3 and will be due November 17.

Vector Presentation and Theory Presentation

Students will work in teams to present a review of theories, models, or perspectives centered on a particular dimension of identity. The purpose of these assignments is to develop the skills of analysis, synthesis, and communication (oral and written), and to work with partners to collaborate on ideas and presentation styles. Groups will be determined at the start of the course; dues dates vary throughout the semester. We encourage you to look at the flow of workload in other courses and your internship sites to balance out the timing and your responsibilities throughout the semester.

Formal Theory Paper

Choose a formal theory or theories we have studied this term (or select another in consultation with me) to explicate the developmental status of an undergraduate student or students with whom you have conducted a series of assessment interviews during the course of this term.

Option A: Choose one theory to study in depth by interviewing three students

Option B: Choose one student to study in depth using three different theories

The purpose of this assignment is to experience the complex interplay of abstract formal theories and the particular thoughts and experiences of students in higher education.

Emphasis here is placed on your ability to connect theoretical constructs and assumptions to anecdotes, illustrations, and examples from real students’ lives. You are expected to research the particular theory or theories you are using *beyond the assigned course readings* in order to determine how growth and development are assessed using the theory you have selected. You must consult at least one primary source for the theory you use.

In a *maximum* of 4000 words (Option A) or 5000 words (Option B) (not counting the reference list) write and submit a paper structured on the following questions:

1. What are the fundamental ideas of the theory or theories you utilized?
2. How did you assess the development of the student(s)?

3. What did you conclude tentatively about the development of the student(s)? Why? (Provide support for your conclusions from your interviews.)

4. Critique the theory or theories. What aspects of the theory or theories seemed to best explain the student(s)? What limitations or challenges did you find in the model(s) you used? (Again, provide support for your conclusions from your interviews.)

5. In light of what you have learned about student development theory, what are your recommendations to the student(s) or universities for promoting student development? Be certain to link your suggestions to the specific theory or theories you utilized in this paper. In the paper, use a pseudonym to identify your participant(s). *You do not need to cite quotations from your interviews as "personal communication."*

Indicate the word count at the end of your document.

It is critical that you protect students' confidentiality. No one (including me, your friends, and/or partner) should know whom you interviewed and you should not interview someone with whom you are already well acquainted (or with whom you work closely). *You should conduct face-to-face interviews if at all possible.* When arranging the interview(s) and again when you conduct the interview, explain the project to the student(s), inform the student(s) about confidentiality, and tell the student(s) 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) please consult with me. If you wish to record the interview, digital recorders are available in the College of Education and Human Development Technology and Resource Center (215 Education Building). Recordings must be destroyed at the conclusion of the course.

The stronger the draft submitted by November 3, the more feedback I will provide by November 10.

Interviews

In order to comply with BGSU's guidelines for the ethical treatment of human subjects in research, you **MUST** inform participants of the following points **BEFORE** you start the interview:

- Why you are interviewing them
- What you will do with the information they are telling you
- If you are recording the interview, that you will destroy the recording once you are done with the information on it
- How you will protect their confidentiality
- That they can decline to answer any question they choose, and can end the interview at any point they wish without penalty
- That if they have any questions or concerns about the interview, they can contact your professor (Give them my contact information from the front of this syllabus.)

Voice Project

This is a major repository of your learning and insights this semester on your journey to acquire your selected “voice.” Your voice journal may be maintained as an online blog or in a 3-ring binder, scrapbook, or paper. I would expect to find a dated sequence (at least twice a week) of reflective notes and summaries of a variety of readings, references, experiences, and observations in regard to your voice. Language is typically informal, expressive, and descriptive, demonstrating a cumulative and progressive understanding of the ideas and issues relative to this voice, and how such knowledge intersects with the ideas and concepts of this course. Be creative. See full project description at the end of the syllabus for details.

<u>Assignments/Exams</u>	<u>Due Date</u>
Informal Theory Notes (5%)	August 25
Class Vector Presentation (10%)	September 8 or 15
Theory Presentations (15%)	Varies
Case Study Analysis (15%)	November 17
Formal Theory Paper (30%)	December 8
Voice Journal (25%)	December 16

Grading Scale

90-100 = A 80-89 = B 70-79 = C 60-69 = D <60 = F

In graduate courses, a “B” represents satisfactory work, work that fulfills the basic criteria of the assignment, and is perfectly acceptable. Receiving a “B” on an assignment is neither an assessment of your personal worth, nor is it a label of mediocrity. **“A” work is *exemplary, exceptional work that significantly exceeds baseline expectations.*** Although it represents work that is particularly creative and insightful, neither is an “A” an assessment of your personal worth. I would hope your goals in this course go beyond the grade you earn and reach toward the full absorption and integration of learning as outlined by the course goals and your own goals and objectives.

Although the university does not use a +/- grade system, I will grade your work on a +/- letter scale. Your final posted grade will not take into account a + or -.

Submitting Assignments

All assignments should be submitted at the *beginning* of class on the dates indicated on the schedule. Please submit a copy electronically on Canvas **AND** bring a hard copy to class. **Make sure your name and the assignment is in the saved title of your document.** Late papers will be graded down at least one-half letter grade each day they are late unless we have made other arrangements prior to the due date. Please staple papers for submission (no paper clips, folders, etc.), use a 12-point standard font (e.g., Times New Roman), and maintain 1-inch margins on all sides.

Papers and citations should be submitted in **APA style, 6th edition**. No abstracts are required. You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of

that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade.

No incompletes will be given in this class, except for major emergencies (e.g., hospitalization), and only after consultation with me and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments.

Services for students with disabilities. On-campus services are at the *Office of Disability Services, 38 College Park Office Building*. The goal of the Office of Disability Services is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office. Please notify me in advance of the first assignment if you will need any accommodations for a documented disability.

Phone: 419-372-8495, **Fax:** 419-372-8496, **TDD:** 419-372-9455, **Email:** dss@bgsu.edu

Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency.¹ Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see [Weather Policy](#) for lists). For changes in individual class meetings, please refer to the class Blackboard site for postings by the instructor. For students traveling from Toledo or one of the cooperating colleges, please use your best judgment and abide by your county's road closures. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay or absence and make arrangements with a classmate to receive class notes and materials.

Plagiarism

Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. ***You must cite the source of any work, words, or ideas that are not your own***, utilizing *APA 6th Edition* format (or your closest approximation of it if APA does not provide an exact template). This includes marking direct quotes with quotation marks. Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of "F" for the assignment, and/or an "F" in the course. In addition, *any* instance of plagiarism will be noted in your student file and may also be reported to the Academic Honesty Committee of the Graduate College as stipulated by the Graduate College Catalog (current edition). You are also expected to abide by all other policies and regulations specified in the [Student Handbook](#) outlined by Bowling Green State University. You are encouraged to review the academic honesty and citation materials available through the [Learning Commons](#).

¹*A Handbook of Commonly Shared Employment Policies for BGSU Faculty, Administrative and Classified Staff, "Severe Weather Closing Policy and Procedures,"* <http://www.bgsu.edu/downloads/execvp/file8135.pdf>

Course Schedule

DATE	SCHEDULE. Tentative schedule and readings. Additional readings may be assigned as necessary.
Class #1 Aug. 25	<p>Introduction of Selves and Course Hunches About Student Development (Hearing “Voices”)</p> <ul style="list-style-type: none"> ▪ Strange, C., & Alston, L. (1998). Voicing differences: Encouraging multicultural learning. <i>Journal of College Student Development</i>, 39, 87-99. ▪ Strange, C. C., & Stewart, D. L. (2011). Preparing diversity change leaders. In D. L. Stewart (Ed.), <i>Multicultural student services on campus: Building bridges, re-visioning community</i> (pp. 254-266). ACPA Books and Media Publication. Sterling, VA: Stylus Publishing. <p style="text-align: right;">**SUBMIT: Informal theory “paper”</p>
Class #2 Sept. 1	<p>Understanding and Using Student Development Theory</p> <ul style="list-style-type: none"> • Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Read pages 1-64 (Part 1, Chapters 1, 2, & 3). • Jones, S. R., & Stewart, D-L. (2016). Evolution of student development theory. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 17-28). San Francisco, CA: Jossey-Bass. <p style="text-align: right;">**SUBMIT: 2 ideas for Voice</p>
Class #3 Sept. 8	<p>Psychosocial Identity Development: Overview & The Seven Vectors</p> <ul style="list-style-type: none"> • Patton et al. (2016). <i>Student Development in College: Theory, Research, and Practice</i>: Chapter 13. • Chickering, A.W., & Reisser, L. (1993). <i>Education and Identity</i>: Read Chapter 1-8 (Assigned in pairs) <p style="text-align: right;">**Vector Presentations</p>
Class #4 Sept. 15	<p>Psychosocial Development: Application of the Seven Vectors</p> <ul style="list-style-type: none"> ▪ Chickering, A. W., & Reisser, L. (1993). <i>Education and Identity</i>: Read chapters 9, 14, 15, and 16; skim chapters 10-13 <p style="text-align: right;">**Vector Presentations, day 2 **SUBMIT: 2 ideas for formal theory paper</p>
Class #5 Sept. 22	<p>Social Identity Development: Overview & Racial, Ethnic, and Multiracial Identity Development</p> <ul style="list-style-type: none"> • Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Part Two Introduction, and Chapters 4, 5, & 6 (pages 65-155) • Johnston-Guerrero, M. P. (2016). Embracing the messiness: Critical and diverse perspectives on racial and ethnic identity development. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 43-55). San Francisco, CA: Jossey-Bass.

<p>Class #6 Sept. 29</p>	<p>Social Identity Development: Racial & Ethnic Identity Development, Cont'd</p> <ul style="list-style-type: none"> • 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, 119-134. • Stewart, D. L. (2009). Perceptions of multiple identities among Black college students. <i>Journal of College Student Development</i>, 50, 253-270. • Pope, R. (2000). The relationship between psychosocial development and racial identity of college students of color. <i>Journal of College Student Development</i>, 41, 302-312.
<p>Class #7 Oct. 6</p>	<p>Social Identity Development: Gender and Gender Identity Development & Sexual Identity Development</p> <ul style="list-style-type: none"> ▪ Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Read Chapters 7 & 8 ▪ Robbins, C. K., & McGowan, B. L. (2016). Intersectional perspectives on gender and gender identity development. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 71-83). San Francisco, CA: Jossey-Bass. ▪ Denton, J. M. (2016). Critical and poststructural perspectives on sexual identity formation. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 57-69). San Francisco, CA: Jossey-Bass. ▪ You will also choose one (1) additional article to read; selected in previous class: <ul style="list-style-type: none"> a) Edwards, K., & Jones, S. (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. b) Mueller, J. A., & Cole, J. C. (2009). A Qualitative examination of heterosexual consciousness among college students. <i>Journal of College Student Development</i>, 50, 320-336. c) Nicolazzo, Z. (2016). “Just go in looking good”: The resilience, resistance, and kinship-building of trans* college students. <i>Journal of College Student Development</i>, 57, 538-556. d) Peña-Talamantes, A. E. (2013). Empowering the self, creating worlds: Lesbian and Latina/o college students’ identity negotiation in figured worlds. <i>Journal of College Student Development</i>, 54, 267-282. <p style="text-align: right;"> **Theory Presentation, Group 1 **SUBMIT: Voice Project for review </p>

<p>Class #8 Oct. 13</p>	<p>Development of Spirituality and Faith</p> <ul style="list-style-type: none"> ▪ Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapter 9 ▪ Kocet, M. A., & Stewart, D. L. (2011). The role of student affairs in promoting religious and secular pluralism and interfaith. <i>Journal of College and Character</i>, 12(1). Doi: 10.2202/1940-1639.1762 ▪ You will also choose one (1) additional article to read; selected in previous class: <ol style="list-style-type: none"> a) Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). Assessing students' spiritual and religious qualities. <i>Journal of College Student Development</i>, 52, 39-61. b) Bowman, N. A., & Small, J. L. (2012). Exploring a hidden form of minority status: College students' religious affiliation and well-being. <i>Journal of College Student Development</i>, 53(4), 491-509. c) Neihaus, E. & Rivera, M. (2016). Serving a higher power: The influence of alternative break programs on students' religiousness. <i>Journal of College Student Development</i>, 57, 343-361. d) Moran, C. D. (2007). The public identity work of evangelical Christian students. <i>Journal of College Student Development</i>, 48(4), 418-434. e) Rine, P. J. (2012). Committed to faith yet open to difference: Validating a model for fallibilist Christian spirituality among college students. <i>Journal of College Student Development</i>, 53(6), 827-839. <p style="text-align: right;">**Theory Presentation, Group 2</p>
<p>Class #9 Oct. 20</p>	<p>Disability Identities and Identity Development; & Social Class and Identity Development</p> <ul style="list-style-type: none"> • Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapters 10 & 11 • Gorski, P. C. (2012). Perceiving the problem of poverty and schooling: Deconstructing the class stereotypes that mis-shape education practice and policy. <i>Equity & Excellence in Education</i>, 45, 302-319. • Peña, E. V., Stapleton, L. D., & Schaffer, L. M. (2016). Critical perspectives on disability. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 85-96). San Francisco, CA: Jossey-Bass. • Schwartz, J., Donovan, J., & Guido-DiBrito, F. (2009). Stories of social class: Self-identified Mexican male college students crack the silence. <i>Journal of College Student Development</i>, 50, 50-66. <p style="text-align: right;">**Theory Presentation, Group 3</p>

<p>Class #10 Oct. 27</p>	<p>Epistemological and Intellectual Development</p> <ul style="list-style-type: none"> ▪ Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapter 14 ▪ King, P. M. (2009). Principles of development and developmental change underlying theories of cognitive and moral development. <i>Journal of College Student Development</i>, 50, 597-620. ▪ Love, P. G., & Gutherie, V. L. (1999). King and Kitchener's reflective judgment model. <i>New Directions for Student Services</i>, no. 88, pp. 41-51. San Francisco, CA: Jossey-Bass. ▪ Taylor, K. B. (2016). Diverse and critical perspectives on cognitive development theory. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 85-96). San Francisco, CA: Jossey-Bass. ▪ Abes, E. S., & Jones, S. R. (2004). Meaning-making capacity and the dynamics of lesbian students' multiple dimensions of identity. <i>Journal of College Student Development</i>, 45, 612-632.
<p>Class #11 Nov. 3</p>	<p>Moral Development</p> <ul style="list-style-type: none"> • Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapter 15 • Mayhew, M. J., Seifert, T. A., Pascarella, E. T. (2012). How the first year of college influences moral reasoning development for students in moral consolidation and moral transition. <i>Journal of College Student Development</i>, 53, 19-40. doi: 10.1353/csd.2012.0004 • Parker III, E. T., Barnhardt, C. L., Pascarella, E. T., & McCowin, J. A. (2016). The Impact of diversity courses on college students' moral development. <i>Journal of College Student Development</i>, 57, 395-410. <p style="text-align: right;"> **Theory Presentation, Group 4 *Submit Draft of Formal Theory Paper Case Study Handed Out </p>
<p>Class #12 Nov. 10</p>	<p>Development of Self Authorship</p> <ul style="list-style-type: none"> ▪ Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapter 16 ▪ Abes, E. S., & Hernández, E. (2016). Critical and poststructural perspectives on self authorship. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 97-108). San Francisco, CA: Jossey-Bass. <p>You will also choose one (1) additional article to read; selected in previous class:</p> <ol style="list-style-type: none"> a) Pizzolato, J. E., & Olson, A. B. (2016). Exploring the relationship between the three dimensions of self-authorship. <i>Journal of College Student Development</i>, 57, 411-427. b) Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. <i>Journal of College Student Development</i>, 44, 797-812.

	<p>c) Mayhew, M. J., Rockenbach, A. N., & Bowman, N. A. (2016). The connection between interfaith engagement and self-authored worldview commitment. <i>Journal of College Student Development</i>, 57, 362-379.</p> <p>d) 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, 558-573.</p> <p style="text-align: right;">**Theory Presentation, Group 5</p>
<p>Class #13 Nov. 17</p>	<p>Lifespan Development; Transitions; & Emerging Theoretical Perspectives on Student experience and Identities</p> <ul style="list-style-type: none"> ▪ Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapter 12, re-read Schlossberg's transition theory (pp. 37-40) & Life Span Approaches pp. 48-49. ▪ Levinson, D. J. (1986). A conception of adult development. <i>American Psychologist</i>, 41, 3-13. ▪ Strange, C. C. (2004). Constructions of student development across the generations. In M. D. Coomes & R. D. DeBard (Eds.). <i>Serving the millennial generation</i> (pp. 47-57). New Directions for Student Services, no. 106. San Francisco, CA: Jossey-Bass. <p style="text-align: right;">SUBMIT: Case Study Analysis</p> <p style="text-align: right;">**SUBMIT MBTI (http://www.humanmetrics.com/cgi-win/jtypes2.asp)-submit type, percentages, and degree (high, moderate, etc.)</p>
<p>Nov. 24</p>	<p style="text-align: center;">No Class - Thanksgiving Break (Enjoy)</p> <p style="text-align: center;">Something to ponder: How do you give thanks?</p>
<p>Class #14 Dec. 1</p>	<p>Typological Theories</p> <ul style="list-style-type: none"> ▪ Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). <i>Student Development in College</i>: Read pp. 33-36 & chapter 8
<p>Class #15 Dec. 8</p>	<p>Practicing Student Development</p> <ul style="list-style-type: none"> ▪ Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapter 17 ▪ 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, 359-376. <p style="text-align: right;">**SUBMIT: Formal Theory Paper</p>
<p>Class #16 Dec. 16</p>	<p>Course Wrap-Up and Evaluation</p> <ul style="list-style-type: none"> ▪ Patton et al. (2016). <i>Student Development in College Theory, Research, and Practice</i>: Chapter 18 <p style="text-align: right;">**SUBMIT: Voice Project</p>

The Voice Project

Dr. Carney Strange created the Voice Project with minor adaptations by Dr. Maureen Wilson and further adaptations by Dr. Dafina-Lazarus Stewart.

The Voice Project combines the steps of “cultural learning” (Tierney, 1993) and the strategies of qualitative inquiry (e.g., interviews, observations, and document analysis) (Lincoln & Guba, 1985) as the basis for developing a habitual instinct toward empathy in the face of human differences. In *Building Communities of Difference*, Tierney defined cultural learning as “the development of, and engagement in, dialogues of support and understanding across differences” (p. 144), and suggested that its achievement involves several steps:

a. The first step in cultural learning is the ability of an individual to step out of his or her geographic and temporal spheres of influence and into the spheres of others . . . in doing so, the learner is consciously giving up components of a strategy of power in order to learn about the Other;

b. The next step pertains to the individual's desire and ability to listen . . . listening that involves risk and courage. We listen to individuals' stories so that we might understand their views of the world, and in doing so, we may have to radically transform our own understandings; and

c. The next step...is the internalization of the Other's needs, wants, and desires . . . to understand different people's views of the world so well that we incorporate these views in our own outlook. (p. 145)

Tierney concluded that “If we want to create the conditions for building a community of difference, then we must place at a premium an emphasis on creating cultural learners” (p. 146). In addition, we must encourage stories and experiences that have been silenced by the power of the norm, “creating conditions so that the Other is able to speak from his or her personal and intellectual experience” (p. 146-147). The consequence of these strategies for how higher education systems and student affairs units function are profound.

When we enable others to speak from their personal experiences, we bring into question organizational norms and values and open up the possibility for significant changes in how we interact with one another. Memories that have been silent or subjugated are ‘dangerous’ because developing voice inevitably involves issues of power. When people gain voice, they speak, and when they speak, the organization will have to respond. (p. 147)

The purpose of this assignment is to raise consciousness about the implications of *race, nationality, class, gender, age, sexual orientation, disability, and religious belief* for how we construct concepts of human development during the college years. It begins with the premise that all education systems, higher education in particular, are context-bound and socially constructed from select values and principles. The college experience, therefore, is always a function of the interaction of the student and that context, and the ultimate quality of that experience for any student depends on the extent to which she or he shares the dominant

culture of that setting. Inclusion of some values and principles ultimately leads to the exclusion of others. Over time, dominant cultures tend to “screen out,” both intentionally and unwittingly, those values and artifacts that differ significantly from the “normative” experience. That is reaffirming and supportive of those who do share common characteristics, but the perspectives, experiences, and meanings of marginalized cultures are always at risk. The challenge is to actively seek out alternative voices – those meanings, perspectives, experiences, and values different from our own – and to assure that they are heard and understood as part of our explanation of the world around us.

Rather than solely reading about cultural differences on a particular day in class, this approach is process-oriented. A guiding assumption is that we will all be better served by individuals who understand differences, not as a state of being, but as a process, and who furthermore have developed an habitual instinct toward empathy for another. Being careful to listen to and understand others encourages more voices to be heard and affirmed, conditions that can only enhance the learning of all students. Moreover, this is an essential first step toward developing the competence necessary to critique and transform institutional systems and processes.

Encouraging more voices to be heard also belies an understanding of individuals as multiply constituted, meaning that any single facet of one’s identity is not enough to represent the whole. Such a perspective acknowledges that there are both between-group differences as well as within-group differences. Therefore, we seek to ensure that “voices within voices” are heard and affirmed.

Completion of this course assignment involves four ongoing tasks:

1. Select a “voice” other than your own, for which you will assume responsibility as an advocate in letting it be heard as part of our class discussions this term. For example, as an African American female you might wish to consider the perspective of a Latino male; as a heterosexual male, a gay male or lesbian female; or as a traditional age student, a single parent who is a returning adult learner. You are encouraged to challenge yourself by choosing a voice with which you have had little experience or exposure. As noted above, you are to choose the perspective of a particular member within a group, not simply a group (i.e., a gay, Hindi man, not simply gay men). The subject of your voice should engage at least one of the following issues: *race, nationality, class, gender, age, sexual orientation, disability, and religious belief*. For students who identify as members of marginalized social groups, it may be as beneficial to engage a voice that has been privileged as it may be to engage another voice that has been commonly marginalized or one which has been marginalized in a different way.

2. Develop your expertise in that voice by, for example:

- a. Examining literature and reading materials relevant to that voice (e.g., use course reading list and beyond)
- b. Accessing resources and personal contacts through various dedicated listservs and bulletin boards (e.g., EASI - Access to Information for People with Disabilities)
- c. Observing the behavior and interacting in the context of individuals who are thought to live that voice (e.g., attending a Black Student Union meeting on campus)

- d. Interviewing people presumed to speak in that voice (e.g., an Asian American student, faculty, or staff member)
- e. See the suggested plan for acquiring a voice for more ideas

3. Maintain a “voice journal” in which you enter, once a week at minimum (beginning week 2), your discoveries (intellectual, personal, and experiential) about your selected voice and any implications for the materials we discuss in class this term.

I would expect to find a dated sequence of reflective notes and summaries of a variety of readings, references, experiences, and observations with respect to your voice. Language is typically informal, expressive, and descriptive, demonstrating a cumulative and progressive understanding of the ideas and issues relative to this voice, and how such knowledge intersects with the ideas and concepts of this course.

Although you should have a *minimum* of 15 entries by the end of the semester, having more than 15 entries will not earn you a higher grade. What will strengthen your grade for this project is having at least 15 entries that demonstrate your deep engagement with the issues raised in the course and the learning objectives of this assignment.

4. Regularly raise issues and concerns relevant to your voice in the context of our class discussions, not only when specifically invited to do so.

A Suggested Plan for Acquiring a Voice

Completing the Voice Project requires planning and staying on task each week. The following are suggested learning activities designed to help you in developing and intersecting your selected voice with the course content of CSP 6020.

- Weeks 1 & 2: Choose a voice (or potential voices) and record in your voice journal any assumptions, understandings, and impressions you already have about this voice. How did you come to hold these? Explore opportunities to acquire and begin to understand your voice. What are your thoughts about this assignment? Read the Strange & Alston article (see Class #1). Explore names for your voice.
- Week 3: Identify and read a published article about your voice and abstract the article in your journal. Spend some time reflecting on the information you gathered. How might Chickering and Reisser’s theory apply to your voice? Record your conclusions and observations in your journal. What shapes the context of psychosocial development for a person with your voice?
- Week 4: Do a library search on resources that might inform your acquisition of this voice. Continue information gathering about your voice through reading articles or books, doing an Internet search, posing a question on a forum. Generate a list of questions you would like to ask a person with your voice. Record your findings and discuss your growing understanding of this voice. How might Chickering and Reisser’s model relate to your voice?

- Weeks 5, 6, & 7: How do dimensions of identity (e.g., race, ethnicity, nationality, age, gender, sexual orientation, social class) define your voice? Record in your journal and discuss one point you wish to make about your voice that you would like others to know. What are some implications of these points for educational and student affairs practice? How should we think about doing things differently?
- Week 8: What is your spiritual belief system and how does it influence you as a learner (understanding that learning takes place in many locations)? How might your personal development differ from that of your voice, and why? Using your personal experiences, and readings and information gathered on student development theory and your voice, what are some ways to facilitate development of spirituality and faith in your voice? What theoretical constructs support your ideas?
- Weeks 9 & 10: How might characteristics of your voice predispose your voice to conditions that would enhance or inhibit cognitive development, as well as development related to disability status or social and economic class? Who or what is helping you “access” and understand your “voice.” Shadow a person who lives your voice or conduct a voice experiment. How do these personal understandings compare with what you have been reading and discovering? List all the gifts of your selected voice. What are the barriers and challenges?
- Weeks 11 & 12: Interview someone who “speaks” your selected voice. What lessons learned help you better understand your voice? Contact a listserv or discussion group focusing on your voice. Perhaps your voice is represented in a popular television show or movie. How do the interactions among that character and others inform your understanding of your voice. What assumptions are promoted or challenged?
- Week 13: How do the theories from Schlossberg and Levinson apply to your voice? Record your thoughts in your journal. Present one of these findings as part of the voice discussion in class.
- Week 14: Consider how applications of theory to practice could be best tailored to meet the needs of your voice. What policies and practices (formal and informal) should be in place in higher education to support your voice?
- Week 15: Summarize and record what you have come to learn about your selected voice this term. How do the characteristics of your voice shape the student development journey during the college years? Record your reflections and conclusions in that respect, giving particular focus on how you might have changed and grown this term with respect to your understanding of this voice.

Voice Project Evaluation

As I review voice journals I give consideration to several criteria:

- How have you used various resource materials (readings, experiences, observations, interviews, etc.) to inform your voice?

- How have you integrated the characteristics of your emerging voice with the content of this course?
- How have you taken risks and faithfully and creatively assembled materials for your journal?

References

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Stage, F. K., & Dannells, M. (Eds.) (2000). *Linking theory to practice: Case studies for working with college students* (2nd ed). New York, NY: Taylor & Francis.

Tierney, W. G. (1993). *Building communities of difference: Higher education in the twenty-first century*. Westport, CT: Bergin & Garvey.