HIGHER EDUCATION MANAGEMENT

ADMPS 2055: Student Development Theory
Spring 2020| Tuesdays 4:30–7:10p | WWPH 5200

INSTRUCTOR

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My goal is to reply to email within 48 hours Monday-Friday, and my office hours are on Thursdays from 12-1p or by appointment. However, I do ask that you email me to schedule office hour meetings in advance in case I have a conflict. I am also happy to meet via Skype or FaceTime.

COURSE DESCRIPTION

This course provides foundational knowledge regarding the nature, history, and recent advances in student development theory, focusing on both a solid overview of theory and the application of theory in the design of effective practice in academic and student affairs contexts. The course addresses the roles of power, privilege, and oppression as they relate to college student development, particularly for students from racialized and other marginalized communities, as well as conditions and environments that promote and/or impede development. An understanding of student development theory is integral to working in higher education, and this course is designed for students pursuing both scholarly and practitioner-focused careers. Throughout the course, students will be asked to critically examine and engage with theory as they reflect upon and explore developmental processes and theory application.

LEARNING OUTCOMES

- Students will engage with student development theory and understand the purpose of its application to student experiences and to academic and student affairs.
- Students will understand the content associated with and implications of various student development theories, the theory families from which various student development theories are drawn, as well as how to evaluate theory.
- Students will understand the basic tenets of conducting a research study.
- Students will critically understand, analyze, and apply their knowledge of student development theory to address relevant problems of practice in higher education settings.
- Students will recognize and understand the role of power, privilege and oppression as they relate to developmental processes, theory application, and conditions and environments that promote and/or impede development.
- Students will develop a deeper understanding of themselves and their individual developmental processes and how who we are and where we are from act as filters for how we see others and interpret and apply theory.

REQUIRED MATERIALS

Baxter-Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development.* Stylus.

Jones, S. R., & Abes. E. S. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity.* Jossey-Bass. **[available online via PittCat]**

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

*Additional readings available on Canvas.

RECOMMENDED MATERIALS

Although we will not review these materials in class, they may be of interest to you for further reading:

Abes, E. S., Jones, S. R., & Stewart, D. L. (Eds.). (2019). *Rethinking college student development theory using critical frameworks.* Stylus. **[available in Hillman as hardcopy]**

Breach, K., Hart-Steffes, J., & Wilson, C. (Eds.). (2019). *Applying student development theory holistically: Exemplar programming in higher education.* Routledge. **[available online via PittCat]**

COURSE POLICIES

Attendance

Class attendance is critical to the full examination of the scheduled topic, which allows for students' individual and collective learning. Students should make every opportunity to attend class on time and for the full duration. Students are permitted only one class absence without academic penalty. Acquiring more than one absence or missing class without prior notification will result in a lower course grade. Please email the instructor in advance if you are going to be absent from class. Persistent tardiness, without prior approval, may also result in a lower course grade.

Participation

Class participation is your opportunity to contribute to scholarly dialogue. Thoughtful discussion is an important skill to develop as a reflective practitioner. This includes advancing dialogue as well as thoughtful listening during discussions. Participation is meant to provide a forum for an exchange of ideas, reflections, or experiences related to the readings. Participation, therefore, requires your presence if class. If you miss more than one class meeting, you will not receive a full participation grade.

Students are expected to complete all assigned readings prior to class and participate in course discussions. As graduate students, learners should think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class, students should: (a) complete the assigned readings, (b) take notes on readings, and (c) determine the main themes/topics within the readings, as well as areas where they have questions.

Technology

Present engagement in course discussion serves as a foundational element of our collective learning in this course. Technological distractions (e.g., text messaging, social media) can detract from the quality of the discussion and delimit our present engagement with one another. Students are expected to be respectful of our shared classroom environment when using cell phones and laptops in class and to refrain from checking email, text messages, and social media during class time. Not only does using technology for non-classroom purposes diminish your learning, but it can also become distracting to

your peers around you. I encourage you to make wise decisions for how you opt to use or not use technology in this class. If you believe technology will distract you and those around you, I encourage you to not to use it. If you believe technology will enhance your learning, I encourage you to use it. Students using technology for non-classroom purposes will lose participation credit. As a professional courtesy, laptops, cell phones, and other devices are not permitted during peer presentations.

Deadlines
All assignments are due electronically by the start of class on the date assigned, unless otherwise noted. However, I do provide a 24-hour extension that is intended for those rare times when you need just a bit more time to finish due to extenuating circumstances. Assignments turned in more than 24 hours past the deadline will be reduced 1/3 letter grade; the reduction grows each day that the assignment is turned in past the initial deadline. Otherwise, late assignments without penalty cannot be accepted unless prior arrangements have been made with the instructor. Due to the nature of the student stories project, group portions of the project cannot be turned in beyond the syllabus deadlines.

Written Assignments
Writing is an important part of professional practice and this class is an opportunity to refine your writing skills. All written assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the grammar, formatting, and usage guidelines contained in the 6th edition of the *Publication Manual of the American Psychological Association* (APA). Unless otherwise noted, page requirements for assignments exclude title page, references, and/or appendices. If you need assistance with APA, please do not hesitate to ask the instructor or schedule a time to visit the University's Writing Center. The Purdue Online Writing Lab (OWL) also contains helpful web resources that may assist in better understanding APA style and can be located at: https://owl.english.purdue.edu/owl/section/2/10/

Grades
Letter grades will be assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and style, grammar, and spelling. Letter grades are feedback and have the following meaning (+ and – are also assigned):

"A" signifies work that exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material with a sharp critical analysis. "A" level participation need not mean a large quantity of participation but denotes a student who prepares for class and consistently indicates having thought critically about the material by advancing the quality of the discussion during each session.

"B" signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of "A" work, particularly inconsistent preparation for class discussion, infrequent contributions to class conversations, or written work that demonstrates less significant insight into the material and/or frequent grammatical errors or technical issues.

"C" signifies work that is below expectations, meaning that all aspects of the assignment may not have been completed (e.g. below the required minimum page numbers) or that work demonstrates little insight into material or contains grammatical/technical issues that mar work significantly. "C" level participation demonstrates little preparation for class, very few or no contributions to class conversations, and/or frequent class absences.

"F" is assigned for incomplete work or work that breaches University standards of academic integrity.

Departmental Grievance Procedures
The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer [Assistant Dean Shederick McClendon].

Academic Integrity
Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services
If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording
To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance may be used solely for the student's own private use.

Teaching Surveys
Students in this class will be asked to complete a Student Opinion of Teaching Survey. Surveys will be sent via Pitt email and appear on your Canvas landing page during the last three weeks of class meeting days. Responses are confidential and I do not see the results until after final grades are posted. Please take time to thoughtfully respond; your feedback is important to me.

ASSIGNMENT SUMMARY

Assignment	Points
Participation	45
Reading Facilitation	15
From Where I Enter Essay	30
Student Stories: Bibliography (Individual)	5
Student Stories: Interview Protocol (Group)	5
Practice Case Study	25
Student Stories: Themes Paper (Individual)	45
~~Case Study Competition~~	~~45~~
Student Stories: Final Paper (Group)	75
Student Stories: Peer Evaluations	10
Total:	**255 points**

ASSIGNMENT DESCRIPTIONS

Reading Facilitation

All students are expected to complete the assigned readings before class and be prepared to discuss them. On most weeks, 5 students will be responsible for facilitating small group discussions on the readings. During the first class session, students will arrange a reading facilitator schedule for the term. After reading the course materials for the week, reading facilitators will develop discussion questions that aim to build knowledge and connect to the course learning outcomes. The discussion questions should draw from and connect all of readings for the week and encourage thoughtful deliberation. The reading facilitator will also prepare for the discussion by building a thorough guide (i.e., written response, notes, or bullet points) that can be used to facilitate the discussion. The guide would be most beneficial to the discussion if it included references to page numbers, authors, and readings to easily direct attention to particular passages during the conversation. *The discussion guide will be uploaded to Canvas for course credit*. Each reading facilitator should be prepared to lead a small group discussion for approximately 30-45 minutes. Because of the complexity of some course topics, reading facilitators are especially encouraged to work in advance in order to lead a fruitful conversation.

Students not serving as reading facilitators will prepare for the discussion ahead of the class meeting. While preparation for discussion may look differently for different students and might include free writing a journal response, creating a bulleted list, or typing up notes from the readings, it is critical that each student sufficiently prepare for the discussion. Thoughtful discussion requires the commitment of each student and contributes significantly to the success of our collective learning.

Reading groups have been predetermined based on alphabetical order:

> **Group 1:** Leah, Candice, Julia, Sendi, David
> **Group 2:** Lori, Tori, Jazzkia, Emily, Annaliese
> **Group 3:** Mike, Yiqun, Lynnea, Alex, Ashauna
> **Group 4:** Maggie, Tom, Mandy, Susie, Karla
> **Group 5:** Taylor, Dana, Courtney, Karly, Kooper
> **Group 6:** Kelly, Connor, Will, Joe, Marialexia

From Where I Enter Essay

The purpose of this essay is to tap into your personal theories and hunches about how college students develop before we delve into the established theories and models covered in this class. This is an opportunity for you to reflect on your growth and development as an undergraduate student and understand the place from which you are entering this course. This essay should adhere to APA style (although references are not required), maintain a scholarly tone, and be **4-6 double-spaced pages**. In particular, consider the following:

- In what ways did you differ as a senior in college in comparison to your memories of yourself as a first-year student in college?
- What experiences (in/outside the classroom activities, personal background, broader college environment) helped shape these changes?
- 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?

From Where I Exit Essay (PhD students only) CANCELLED

As the course concludes, you will have been exposed to multiple theories and perspectives. As you prepare to exit the course, it is important to think critically again about you own narrative you wrote at the beginning of the term. In this assignment, you will revisit the essay you wrote at the beginning of the semester without the benefit of having studied the theories we covered in this course. The purpose of this second paper is to *rewrite* your personal narrative through the lens of the theories we covered in this class. This paper will be structured by the themes you identify from the theories as they relate to your development. For example, in the first reflection you may have written about your college roommate and continued in a chronological fashion. In this paper, you might identify intersectionality or interpersonal relationships as a theme and structure your paper in a way that amplifies this theme and considers student development theory. As you write your reflection, make sure to compare your narrative to at least three theories that we have studied in class that relate (because they apply or not) to your experience. This essay should adhere to APA style, incorporate and cite references appropriately, maintain a scholarly tone, and be **5-6 double-spaced pages**.

Practice Case Study

This assignment is intended to help you apply theory to practice. After reading the two cases available for this assignment on Canvas, select the case most relevant to your interests. From there, craft a **4-5 page, double-spaced** paper that includes or summarizes:

- Headers that clearly indicate each section
- Definition of the problem (roughly 1/2 page)
- Overview of environmental and cultural elements of the case, including affected stakeholders (roughly 1/2 page)
- Detailed course of action that aptly considers organizational, leadership, legal, and ethical issues, focuses on both short and long-term goals, and clearly relates to student development theory (roughly 2-3 pages)
- Purposeful rationale of the plan's intended outcomes and why the theories described have the most utility for successfully resolving this case (roughly 1-2 pages)

In all, the case memo should include appropriate APA citations and be convincing in succinctly explaining to the reader how the proposed course of action is grounded in theory and best suited for resolving the situation. Bring at least three hardcopies of your case study to class on the date assigned for a peer review workshop.

Case Study Competition CANCELLED

This assignment provides you and a partner with the opportunity to apply the knowledge you are gaining in the course to a case study in student or academic affairs. The cases used in this assignment are different from the Practice Case Study. Using a case study in student or academic affairs, develop a course of action grounded in student development theory and present that plan to a panel of judges with expertise in higher education and student affairs during a friendly competition against a classmate trio.

Presentation: Student teams will deliver a seven-minute presentation on a case against another student team that is outlining a solution to that same case. After the presentations, there will be five minutes for combined questioning from the panel of judges. **Slides are required and are due by 10a the day of the competition in order to pre-load all presentations.** To avoid technical complications, we will not use Google slides or web-based slide programs for this assignment, which sometimes glitch at the most inopportune moments. As you develop your presentation, keep in mind that everyone, including the judges, will have read the cases. While it is appropriate to briefly introduce the case and situate it using theory, you should spend the bulk of your time detailing your proposed course of action, explaining the justification for your course of action, and describing the theory or theories you have applied to ground your course of action and outcomes. Remember to clearly connect your course of action to theory. In other words, your course of action should be generated from theory. For some presenters, it may be useful to prepare a few brief notecards to ensure you stay on track with your main points. However, the reading of scripts verbatim is not permitted for this assignment. Therefore, practicing the presentation as a team is key.

Executive Summary: For the judges, you will also write a **1 page, single-spaced** executive summary that details your course of action, its relation to student development theory, its intended outcomes, and other necessary information. Bear in mind that the executive summary is meant to provide the decision maker with an overview and it should complement and enhance your presentation. When dealing with policy decisions, it is possible that the decision makers may only ever read your executive summary, or they may use the executive summary to determine if they will read the proposal further. With that in mind, it is important to be clear, concise, and direct in your writing. Bulleted lists are acceptable, but they should not comprise the entirety of the summary. Judges will have your executive summary in hand as you present your course of action. Plan to bring at least six hardcopies of this document to class on the evening of the competition.

The presentation and executive summary should be guided by the following elements:
- Your names
- Title of the case
- Overview of environmental and cultural elements of the case, including affected stakeholders
- Detailed course of action that aptly focuses on both short and long-term goals and clearly relates to student development
- Rationale of why the theories described have the most utility for resolving this case
- Appropriate APA in-text citations and references

Student Stories Project

Applying existing theory to student experiences and analyzing those experiences from multiple theoretical perspectives is the focus of this assignment. Working in teams of three, you will select a population of students that have something in common with one another (e. g., a social identity, such as a racial, ethnic, gender, or religious identity or an experience, such as being an honors student, returning adult student, student-athlete, or first-generation college student). Each team member will interview three students (four students for PhD students) who are members of the population that your team has chosen. Through this assignment, you will learn students' stories to identify the student

development theory trends within the sample population, generate theories that are social, psychological, or psychosocial, and ground those emerging theories in students' lived experiences as revealed through interviews. This project has several different parts to it that require both individual and group contributions. Teams have been randomly pre-generated:

> **Team 1:** Emily, Ashauna, Tom
> **Team 2:** Jazzkia, Susie, Marialexia
> **Team 3:** Annaliese, Maggie, Connor
> **Team 4:** Julia, Mandy, Joe
> **Team 5:** Lynnea, Karla, Will
> **Team 6:** Yiqun, Dana, Karly
> **Team 7**: Candice, Alex, Courtney
> **Team 8**: Mike, Taylor, Kooper
> **Team 9:** Leah, Sendi, David
> **Team 10:** Lori, Tori, Kelly

Part 1: Bibliography Summary (Individual)

The purpose of this part of the project is to develop your expertise on the assigned student population by locating, understanding, and synthesizing relevant and timely research and literature related to the student population. After you have collected, read, and analyzed your sources you will write **2 double-spaced pages** in which you provide a critical account of the sources as a whole. First, explain the student population being investigated. Then, critically synthesize the findings from the current literature. Work to organize your paragraphs around topics, ideas, and issues instead of individual authors and think about:

- What have you learned from your sources?
- How do these sources relate to one another?
- How do they compare in terms of methods, approaches, and/or theoretical standpoints?
- What converging or contrasting findings do the sources report?
- What kinds of arguments and interpretations do the sources propose?
- What are the limitations of these studies?
- Remember a title page and give the paper a title that captures the essence of what was learned about the assigned student population.

You must have a minimum of five sources, but your team will need more for the final paper. At least three of the sources should come from empirical research articles or book chapters and at least one source should come from a book or dissertation. While course texts and readings can be utilized in the final paper, they cannot be included in this portion of the assignment. Although it is not required that you use a particular format to organize your sources to write your summary, it is advised that you organize, review and analyze their sources using either an annotated bibliography or research table format. Information on these organizational devices is available on Canvas.

Part 2: Interview Protocol (Group)

As a team, prepare an interview protocol that aids in answering the overarching research question that guides your project. Your protocol and research question need to be developed from the brief literature review that each member of the team has completed. Incorporate interviewing strategies and utilize open-ended questions to generate thoughtful participant responses. The protocol will guide each team member's interviews and include:

- *Title Page:* Give the paper a title that captures the essence of what you learned through the research.

- *Introduction:* A half-page overview describing the data intended to be gathered from the protocol
- *Opening Script:* Describes the project and voluntary nature of answering questions to participant.
- *Research Questions:* Overarching research question(s) being pursued in the project.
- *Interview Protocol:* Interview questions that help answer the overarching research question(s)
  - Write three introductory questions, five main topical questions, and at least six follow-up questions. There should be at least one follow-up question for each main topical question.
- *Justification:* While not to be read as a part of your interview protocol, provide a rationale for each interview question that explains how it intends to answer the research question as well as what type of data you expect the question to likely collect. Sample formatting is available on Canvas.

Interview protocols in a research setting usually undergo several revisions. While not a research study, your team should similarly expect and plan for several revisions of your interview questions for this portion of the project. In particular, the interview protocol will need to be edited and revised through several drafts in consultation with the instructor before being finalized. Interviews cannot be conducted until the protocol has been approved by the instructor. Please note the timeline for protocol drafts and plan accordingly.

Part 3: Themes Paper (Individual)

This paper focuses on the development of your student population as understood through your interviews. The purpose of this assignment is to analyze, interpret, and present what you learned from your interviews. The length requirement is **5 double-spaced pages**, which is intended to help cultivate skills related to working with complexity succinctly. This paper will also provide utility in writing the final group paper by giving you an opportunity to critically analyze your interviews. As always, follow APA style and also consider the following:
- Headers that identify each section
- *Title Page:* Follow APA style and develop a title that captures the essence of what you learned about the students you interviewed.
- *Introduction:* The introduction should be brief and include a basic background of the student population on which you are focusing that is supported by relevant literature and citations. The introduction should also signal to the reader the themes that will be discussed and their overall significance to this student population.
- *Themes:* This portion of the paper is where the emphasis should be placed. Drawing from your interview data, what have you learned about your student population and how do you ascribe meaning to what you have learned? This will likely be organized around themes—conceptually similar ideas—that you have identified by critically thinking about and analyzing the data generated from your interviews. Avoid reporting the experiences of participants 1, 2, and 3 separately in this section. This section should balance description (merely reporting) and analysis (telling the reader why what you are reporting is important and the meaning of what you are reporting). Because of the number of interviews that are conducted and the length of the assignment, it is advisable to present at least two, but not more than three, themes that emerged from the interviews. Themes should be supported by quotes from your interviews and followed by your scholarly analysis of how the quote represents the theme.
- *Conclusion:* Tie what you learned about these students together by reiterating the significance of your themes as they relate to the background information you identified in your literature review of the student population you are exploring.

These questions may not necessarily be answered in this paper, but it is helpful to think about them in this assignment as you analyze your interview data and will be helpful as you think about your group paper:

- What ideas, concepts, or experiences recur in your interviews?
- What are the explicit and implicit meanings of these recurrences?
- What ideas, concepts, or experiences are striking, interesting, or powerful?
- Where are there incongruences or disparities with what students are saying? What do they mean and how do they fit with the rest of the data?
- What relationships or connections might eventually emerge among your themes? How do these themes tie to what you have seen in other research articles?

Part 4: Final Paper (Group)

In the final phase, the team will develop an emerging informal theory or model of the development of the selected student population. The emerging informal theory or model should reflect the major themes from your team's interviews. Finally, compare three theories or models we have studied in class to the emerging theory the team has proposed. The final paper should be **15-18 double-spaced pages** and have a clear, cohesive, and singular voice. This means that the paper will need to go through multiple drafts and revisions. Some teams may opt to meet to write portions of the paper together. Simply delegating different sections to different team members and pasting those sections together will result in the appearance of different voices and a likely lower grade.

- Headers that identify each section
- *Title Page*: Give the paper a title that captures the essence of what was learned about the assigned student population.
- *Introduction and Background:* The introduction should be concise and include the significance of the population the team studied as well as the research question(s) that guided the project.
- *Literature Review*: The literature review should incorporate most of the sources that were included in the individual bibliography assignment and be organized around themes. The literature review should provide a detailed background of the student population.
- *Methods*: Briefly describe how interviews were structured, conducted, and analyzed.
- *Themes*: Drawing from combined interview data, what did the team learn about the selected student population's development and why is that meaningful?
- *Informal Theory*: Actively integrating previous literature and the themes that emerged from your interviews, describe the theory that you have developed for this population. Include any visuals (charts, illustrations, etc.) in this section, being sure to explain those figures and what they mean about identity development for your group. In this section, you will also compare your theory to three existing theories by thinking about the following questions:
  - How do existing theories help you describe your themes? What is missing from those theories?
  - What are some similarities and differences between the informal theory and existing theories?
  - What critique of existing theories would you make given what you have learned?
- *Conclusion*: Restate the project's significance and its contribution to understanding this population.

A Note on Grading in Teams for the Student Stories Project

Students will work in teams to complete many elements of the *Student Stories Project*. Each member of a team will initially receive the same grade on the project. At the end of the course, each student will submit an assessment of the contributions of each team member. The final project grades will take into consideration feedback from these assessments. Individual team members could earn a grade that is higher or lower than other team members based on these assessments.

STUDENT DEVELOPMENT THEORY: COURSE SCHEDULE

Carefully review the assignments, scan the readings, and plan your time accordingly. In some instances, the assigned readings are relatively brief or readily comprehensible. In other instances, full comprehension will require additional time for re-reading in advance of the class session or after.

* indicates reading available on Canvas

Date	Topic	
Week 1: Jan. 7	Introduction	**Readings Due:** ▪ Patton et al., Part 1 and Chapters 1-2 ▪ Jones & Abes, Part 1 Intro and Chapter 1 ▪ *hooks, b. (1991). Theory as liberatory practice. *Yale Journal of Law & Feminism, 4*(1), 1-12. ▪ Nicalozzo, Z. (2016, March 19). Taking a break from student development theory [Blog post]. https://znicolazzo.weebly.com/trans-resilience-blog/taking-a-break-from-student-development-theory
Week 2: Jan. 14	Foundations of Student Development	**Readings Due:** ▪ Jones & Abes, Chapter 2 ▪ Patton et al., Chapters 3, 13-15 ▪ *Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469-490. **Assignment Due:** ❑ **From Where I Enter Essay**
Week 3: Jan. 21	Qualitative Research Basics and Social Identity Overview	**Readings Due:** ▪ Patton et al., Part 2 and Chapters 4 ▪ *Creswell, J. W. (2015). *30 essential skills for the qualitative researcher*. Sage. [Chapters 15-16]. **Assignment Due:** ❑ **Student Stories: Bibliography Summary (Individual)**
Week 4: Jan. 28	Social Identity: Racial and Ethnic Identity	**Readings Due:** ▪ Jones & Abes, Chapters 3-4 ▪ Patton et al., Part 2 and Chapters 5-6 ▪ *Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*(1), 69-91.
Week 5: Feb. 4	Social Identity: Racial and Ethnic Identity	**Readings Due:** ▪ Jones & Abes, Chapters 6-7 ▪ *Johnston-Guerrero, M. P. (2016). Embracing the messiness: Critical and diverse perspectives on racial and ethnic identity development. *New Directions for Student Services, 154*, 43-55. ▪ *Linder, C. (2015). Navigating guilt, shame, and fear of appearing racist: A conceptual model of antiracist white feminist identity development, *Journal of College Student Development, 56*(6), 535-550.

Week 5: Feb. 4	(continued from above)	**Assignments Due:** ☐ **Draft 1: Interview Protocol (Feb. 4)** ☐ **Draft 2: Interview Protocol (Feb. 7)** *if needed*
Week 6: Feb. 11	Social Identity: Sexual Orientation Identity	Readings Due: ▪ Patton et al., Chapter 7 ▪ Jones & Abes, Chapters 5, 8 ▪ *Chan, J. (2017). "Am I masculine enough?" Queer Filipino college men and masculinity. *Journal of Student Affairs Research and Practice*, *54*(1), 82-94. ▪ *Denton, J. M. (2016). Critical and poststructural perspectives on sexual identity formation. *New Directions for Student Services, 154*, 57-69. ▪ *Marine, S. B. (2011). Stonewall's legacy: Bisexual, gay, lesbian, and transgender students in higher education. *ASHE Higher Education Report, 37*(1). [pp. 1-57] **Assignment Due:** ☐ **Draft 3: Interview Protocol (Feb. 11)** *if needed*
Week 7: Feb. 18	Social Identity: Gender and Gender Identity	Readings Due: ▪ Patton et al., Chapter 8 ▪ Jones & Abes, Chapter 6 ▪ *Harris III, F. (2010). College men's meanings of masculinity and contextual influences: Toward a conceptual model. *Journal of College Student Development, 51*(3), 297-318. ▪ *Jourian, T. J. (2015). Evolving nature of sexual orientation and gender identity. *New Directions for Student Services, 152,* 11-23. ▪ *Robbins, C. K., & McGowan, B. L. (2016). Intersectional perspectives on gender and gender identity development. *New Directions for Student Services, 154*, 71-83.
Week 8: Feb. 25	Social Identity: Gender and Gender Identity	Readings Due: ▪ *Jourian, T. J. (2015). Queering constructs: Proposing a dynamic gender and sexuality model. *The Educational Forum*, *79*(4), 459-474. ▪ *Marine, S. B. (2011). Stonewall's legacy: Bisexual, gay, lesbian, and transgender students in higher education. *ASHE Higher Education Report, 37*(1). [pp. 59-78] ▪ *Nicolazzo, Z. (2016). "Just go in looking good": The resilience, resistance, and kinship building of trans* college students, *Journal of College Student Development*, *57*(5), 538-556. ▪ *Nicolazzo, Z. (2017). *Trans* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion.* Stylus. [pp. 20-46].
Week 9: Mar. 3	Qualitative Analysis and Belonging	▪ *Creswell, J. W. (2015). *30 essential skills for the qualitative researcher.* Sage. [Chapters 18, 20, 25, 27]. ▪ *Miller, R. A. (2017). "My voice is definitely strongest in online communities": Students using social media for queer and disability identity-making. *Journal of College Student Development, 58*(4), 509-525. ▪ *Strayhorn, T. L. (2015). *Student development theory in higher education: A psychosocial approach.* Routledge. [Chapter 4: Sense of belonging in college]

Week 9: Mar. 3	(continued from above)	**Assignment Due:** ☐ **Practice Case Study**
Mar. 10	**NO CLASS (SPRING BREAK)**	
Week 10: Mar. 17	**NO CLASS**	**UNIVERSITY CANCELLATION**
Week 11: Mar. 24	Self-Authorship	<mark>**Zoom Virtual Class Meeting at 5:30-6:30pm**</mark> Readings Due: ▪ Baxter-Magolda, Chapters 1-6 and Epilogue ▪ Select from Baxter-Magolda, Chapter 7, 8, or 9 based on your interests **Assignments Due:** ☐ **Student Stories: Themes Paper (Individual)** ☐ **Discussion Board Engagement Posts**
Week 12: Mar. 31	Emerging and Third Wave Perspectives	Readings Due: ▪ Patton et al., Chapters 9-12 ▪ *Abes, E. S. (2019). Crip theory: Dismantling ableism in student development theory. In E. S. Abes, S. R. Jones, & D-L. Stewart (Eds.). *Rethinking college student development theory using critical frameworks* (pp. 64-72). Stylus. **Assignments Due:** ☐ **Student Stories: Themes Paper (Individual)** ☐ **Discussion Board Engagement Posts**
Week 13: Apr. 7	Emerging and Third Wave Perspectives	<mark>**Zoom Virtual Class Meeting at 5:30-6:30pm**</mark> Readings Due: ▪ *DeAngelo, L., Schuster, M. T., & Stebelton, M. J. (2016). California DREAMers: Activism, identity, and empowerment among undocumented college students. *Journal of Diversity in Higher Education, 9*(3), 216-230. ▪ *Kupo, V. L., & Oxendine, S. (2019). Complexities of authenticity. In E. S. Abes, S. R. Jones, & D-L. Stewart (Eds.). *Rethinking college student development theory using critical frameworks* (pp. 126-141). Stylus. ▪ *Lange, A. C., & Moore, C. M. (2017). Kaleidoscope views: Using theoretical borderlands to understand the experiences of gay cis-men. *Journal of College Student Development, 58*(6), 818-832. ▪ *Hubain, B. S. et al. (2016). Counter-stories as representations of the racialized experiences of students of color in higher education and student affairs graduate preparation programs. *International Journal of Qualitative Studies in Education, 29*(7), 946-963. **Assignment Due:** ☐ **Discussion Board Engagement Posts**

Week 14: Apr. 14	*Meet virtually with your student stories team to work on your student stories project.*
Week 15: Apr. 21	*Meet virtually with your student stories team to work on your student stories project.* **Assignments due by April 23:** ❑ **Student Stories: Final Paper (Group)** ❑ **Student Stories: Team Member Feedback Forms (Individual)**