EFOP 2055: Student Development Theory

Spring 2023 | Wednesdays 3:00-5:40pm | Posvar 5400

INSTRUCTOR

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Instructor Communication: My goal is to reply to email or voice messages within 48 hours Monday-Friday.

Office Hours: My office hours are scheduled by appointment. If you need to have a conversation with me about something in the course, I am glad to arrange meetings as needed. Just send me an email with three or four possible times on Wednesdays, and we will schedule a mutually convenient time to chat.

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 with minoritized identities, as well as how conditions and environments support 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, academic affairs, and student affairs.
- Students will understand the content associated with, the implications of various student development theories, and the theory families from which various student development theories are drawn.
- 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 support and/or impede development.
- Students will develop a deeper understanding of themselves and how their individual developmental processes act as filters for how they interpret and apply theory.

REQUIRED MATERIALS

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

Silver, B. R. (2020). *The cost of inclusion: How student conformity leads to inequality on college campuses.* University of Chicago Press. **[available via PittCat]**

COURSE POLICIES

Attendance, Engagement, and Participation

Students are expected to complete 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 or need additional clarity. Preparing in advance passages that you find to be illuminating can aid in advancing dialogue with your peers.

While class attendance is critical to the full examination of the scheduled topic and allow for students' individual and collective learning, our collective health and wellbeing needs to be our top priority. For that reason, students who are sick/symptomatic (regardless of vaccination status) and/or need to quarantine/self-isolate should not attend class and follow all procedures outlined on www.coronavirus.pitt.edu. If you need to miss multiple class sessions due to illness, you will have the option to create a 2–3-page study guide based on the readings assigned for the week. The study guide will be a synthesis of themes noticed across the readings for the week, a personal reflection that describes your reactions to the material read, and a set of four questions that can be used to stimulate further thinking about the topic. It will demonstrate scholarly depth and insight. For students who need to be absent for illness, this alternative engagement can be completed outside of classroom discussions to account for missed class sessions.

Technology

Present engagement in class discussion serves as a foundational element of our collective learning in this course. Technological distractions (e.g., email, text messaging, social media, web browsing) can detract from the quality of the discussion and limit our present engagement with one another. Students are encouraged to be respectful of our shared classroom environment when using cell phones, laptops, and other technological gadgets in class and to refrain from checking email, text messages, and social media during class time. Students may find it useful to close out of these applications completely during our class time to be fully present in our shared learning environment.

Deadlines

All assignments are due by 11:59pm on the date indicated in this syllabus, unless otherwise noted. Assignments turned in 24 hours beyond the deadline will be reduced 1/3 letter grade for each day late. After seven days, a late assignment will not be accepted and will be recorded as an F. Unless you make arrangements with the instructor ahead of time, late assignments without penalty cannot be accepted. Most assignments require more than one week to complete and will need several hours

for careful planning, critical reading, researching, scholarly writing, and astute self-editing before submitting a final product. The most exemplar assignments incorporate a diverse array of course readings and additional sources in a skillful manner. Therefore, it is suggested that you allocate your time accordingly and work in advance to meet course 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 7th edition of the *Publication Manual of the American Psychological Association* (APA). If you need assistance with APA, please do not hesitate to ask the instructor. The University Writing Center offers valuable services for graduate student writing and their services can be reviewed at http://www.writingcenter.pitt.edu/graduate-services. 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 are assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, 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 skillful and original interpretation of course material. "A" level denotes a student who prepares for class and consistently indicates having thought critically about the material by advancing the quality of the discussion and by submitting thoughtful online contributions.

"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, infrequent contributions to class discussions, or written work that demonstrates less significant insight into the material or frequent grammatical errors or technical issues.

 "C" signifies work that is below expectations because all aspects of the assignment may not have been completed, work demonstrates little preparation or participation in class, work demonstrates little insight into material or reaches conclusions that are not supported adequately by appropriate evidence/research, or technical issues in written work distract from the content significantly.

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

SCHOOL OF EDUCATION POLICIES

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 EFOP believes that a faculty member has not met their 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.

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.

Student Opinion of Teaching Surveys
Students in this class will be asked to complete a Student Opinion of Teaching Survey toward the end of the term. 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	Deadline	Weight
Reading Facilitations	Varies	15%
From Where I Enter Essay	Jan. 18	15%
Course Engagement Month-Point Self-Reflection	Feb. 1	n/a
Mini-Case Study Presentation	March 15	15%
Discussion Board Thought Posts	Apr. 10, Apr. 19	15%
Course Engagement Final Self-Reflection	Apr. 19	15%
Case Study Team Paper and Presentation	Apr. 26	25%

ASSIGNMENT DESCRIPTIONS

Reading Facilitations
All students are expected to complete the assigned readings before class and be prepared to discuss them. On most weeks, students will be responsible for facilitating small group discussions on the

readings. During one of the first class sessions, students will arrange a reading facilitator schedule for their pre-assigned study group for the term. After reading the course materials for the week, reading facilitators will develop discussion questions that aim to build knowledge through the texts 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. These guides will be best when they allow study groups to collectively build a student development theory toolkit that they can look back to as practitioners after the term concludes. Therefore, the audiences of this study guide are your present study group members as well as your future self. 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.

Importantly, the toolkit discussion guide will be uploaded to Canvas for grading.

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. Prior to class each week, you are asked to reflect critically on the readings and to identify a passage or passages that you found to be particularly illuminating, problematic, or even confusing. Thoughtful discussion requires the commitment of each student and contributes significantly to the success of our collective learning.

Randomized study groups for the semester will be:

> **Group 1:** Campbell, Dorve-Lewis, Ellerhorst, Kaplan, Roth
> **Group 2**: Charles, Garnick, Lukaszewski, Su
> **Group 3**: Diaz, Hearns, Mcclain, Johnson, Price

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 is a low stakes assignment, meaning that if you complete it with thought and reflection, you will receive credit. You should not feel pressured to write about or share anything about which you do not want me to know. This essay should adhere to APA style (although references are not required), maintain a scholarly tone, and be **4 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 during college?

- 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?

Mini-Case Study Presentation

Case studies serve as a way to practice skillfully navigating the sometimes-uncertain waters of higher education and student affairs by applying theory to practical situations. This assignment is about utilizing the various theories we have been studying to analyze the contextual and environmental factors related to an issue or situation related to college student development. Selecting from a list of case studies specific for this assignment, you and a partner will offer a brief overview the case, utilize theories to understand the contextual and environmental factors that relate to developmental issues, and offer possibilities for how these theories could inform a course of action.

Students will have the choice to complete this assignment on their own or with a partner. Students or teams will deliver an eight-minute presentation related to their case and after the presentation, there will be a few minutes for questions and conversation with the audience. **Slides are required and are due by 11a the day of the presentation in order to pre-load all slide decks.**

As you develop your presentation, keep in mind that everyone 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 analysis of contextual elements through the lenses of different theories as well as your proposed course of action. 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. As appropriate, presentations should include APA in-text citations and references.

Discussion Board Thought Posts

Twice during the term, you are being asked to participate in an online discussion board on Canvas. Responding to the prompt located on the discussion board, you will craft a 200-300-word response to the prompt that incorporates readings for that week. The best posts that exceed expectations will also make connections to other course readings, current events, and/or media (e.g., art, music, performances, etc.). This post should be crafted with the same care as a scholarly paper and the discussion board format does not mean that this should be a casual or brief assignment. Therefore, working in advance, outlining, drafting, and editing will be important to producing a well-developed post. In addition, each student is expected to offer brief comments on posts from at least two colleagues. Responses to initial posts are due three days after the initial due date. In this way, we will build and sustain dialogue and conversation that extends our collective learning.

Case Study Paper and Presentation (Team Project)

This assignment is intended to help you think critically about student development as well as the structural environments of higher education by applying theory to practice. After reading the cases available for this assignment on Canvas, select the case most relevant to your team's interests. To successfully complete this assignment, you will draw on and engage with multiple theories and/or theoretical perspectives in ways that resemble what Abes (2009) terms "theoretical borderlands." A theoretical borderlands approach allows for practitioners to challenge inequitable power structures

by applying multiple theories to a situation to better expose and illuminate inequitable structures and envision innovative solutions. To complete this team case study, it will be necessary to draw from multiple sources and readings from this course and to explicitly include at least one poststructural theory, critical theory, third wave perspective, or newer theory (e.g. CRT, queer theory, intersectionality, QMMDI, etc.) to your team's analysis of the case.

The final product for this assignment will be a **10-12 page, double-spaced** response to a case study prompt that includes:

- APA Title Page (does not count toward page limit)
- Headers that clearly label each section
    - The areas below do not need to be your headings verbatim, but these elements do need to covered in the paper.
- Background of the Case (roughly 1/2 page)
    - The background of the case should be more than just repeating the situation facts. While these are necessary as a point of departure, additionally consider what inferences you make about the scenario. Therefore, you may have to rely on your intuition related to the situation. State what you perceive these non-stated factors to be matter-of-factly as opposed to framing it as a best guess.
- Overview of environmental and cultural elements of the case, including affected stakeholders (roughly 1/2 page)
    - In addition to identifying who the main stakeholders are, also be sure to state their stake in the case.
- Describe the theories that inform your understanding of the case (3-4 pages)
    - Discuss at least two theories (but no more than four) that illuminate your understanding of the case and how these theories specifically relate to the issues you identified in the earlier sections of the case.
    - Ensure at least one of the selected theories is a critical or third wave perspective (e.g. CRT, queer theory, etc.)
    - Name the theory appropriately (e.g., "Baxter-Magolda's (2001) theory of self-authorship" instead of "the meaning-making theory.")
    - Provide a brief overview and explanation of the relevant key aspects of the theory (you do not need to detail every facet of each theory selected, but you should outline the principles or themes from the theory relevant to enhancing your team's understanding of the case).
    - Remember we are approaching this work from our scope as practitioners in higher education. Therefore, you should use student development theory to understand students as well as the institutional environments. You should *not* be applying theory to or preparing interventions for stakeholders outside the scope of our role, such as students' parent(s), families, or coaches for example.
- Course of Action and Rationale (4-5 pages)
    - Develop and describe a detailed, practical, and realistic course of action that aptly considers both short and long-term goals to solve the case and clearly relates to student development theory.
    - Justify which issues and related theories/concepts described in earlier sections are most salient in forming your course of action.
    - Incorporate and weave into the course of action a purposeful rationale of the plan's intended outcomes and why the theories described have the most utility for

successfully resolving this case. In other words, answer why these theories are the right theories to solve this case.
- o Strong rationales will likely be woven throughout describing the course of action.
  - ▪ Conclusion (1/2 page)
    - o Briefly summarize the paper by restating the purposeful rationale of the plan's intended outcomes and why the course of action described has the most utility for successfully resolving this case.
  - ▪ Singular Voice
    - o Although this is a team project, it must have a singular voice. There are a number strategies we will review in class that can be used to achieve this goal.

Course Engagement Self-Reflections

Part 1: Throughout the course, you are being asked to practice self-reflection by paying attention to your engagement and participation in classroom activities. You will formally evaluate your engagement in the course twice during the term. First, after about a month of classes, you will draft a one-page double spaced assessment of your course engagement to date. In this assessment, you will address your attendance, engagement with course materials, individual reflective practices, participation in whole class conversations, and participation in small group dialogues. In this assessment, you are asked to identify strengths as well as areas for improvement and what you hope to do in the remaining weeks at the semester in terms of your engagement. This part of the course is ungraded, but not completing part 1 of this assignment will result in a 2/3 letter grade reduction of the final course engagement grade.

Part 2: At the end of the semester, you will submit your second and final course engagement self-assessment and propose a grade for your course engagement. Please note that your reflection should be focused on your engagement in course activities, thinking about how you prepare for class, how deeply you read course materials, and how you listen and share in large and small group discussions. In addition, your reflection should take into account the strengths and areas for improvement you noted in your earlier month-point course engagement self-assessment and explain how you did or did not meet the plans you laid out for yourself for engaging in the course during this semester. Please note that you are *not* proposing a grade for yourself the entire course—just your course engagement of it. You will use the rubric below as a guide and will submit an ½ page to 1-page double-spaced essay that explains your rationale for your assessment. If I agree with your assessment, you will receive the grade that you have assigned to yourself for this assignment. If I do not agree with your assessment, I will assign the grade that better represents your course engagement.

"A" signifies course engagement and participation that **exceeds expectations**. Students in this category demonstrate clear preparation for class and make contributions that evidence their critical thinking about the material. Students falling into this category advance the quality of the discussion in both small and large-group spaces. Importantly, they share discussion time with others during each session. Participation in this category is largely proactive and represents a quality, not quantity, of high-level contributions, drawing new connections for the class to understand ideas or from the readings.

"B" signifies course engagement and participation that **meets expectations**. Students in this category make solid contributions but may be sometimes reactive by offering insights when prompted from classmates or the instructor. Even though students in this category make good contributions, they may

still have room for growth related to one or two of the following: not sharing discussion time with others, amplifying others' ideas and voices, using too many words to say little, making some comments that do not connect to course readings, participating only in large or small group settings rather than both, or putting off reading for class until the last minute.

"C" signifies work that is **below expectations**. Students in this category rarely participate proactively in either large or small group discussions. Students may be present, but they are minimally attentive. They may be preoccupied with other tasks (e.g. web-browsing, social media, texting). The few contributions students in this category make demonstrate not reading for class or may derail the conversation.

"F" is assigned for **incomplete work**, which includes frequently not attending class or breaching the University of Pittsburgh's standards for academic integrity.

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.

* Reading available through Canvas

Date	Topics	Readings and Assignments Due
Week 1: Jan. 11	Course Overview and Theory/Practice	▪ Syllabus
Week 2: Jan. 18	Paradigms	▪ Patton et al., Part 1 and Chapter 1-2 ▪ Jones & Abes, Section 1 Intro and Chapter 1 ▪ *hooks, b. (1991). Theory as liberatory practice. *Yale Journal of Law & Feminism*, *4*(1), 1-12. ▪ *Nicolazzo, Z. (2016, March 19). Taking a break from student development theory [Blog post]. *Recommended* ▪ *Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). "A change is gonna come": Paradigm shifts to dismantle oppressive structures. *Journal of College Student Development, 60*(6), 659- 673. **Assignment** ▪ **From Where I Enter Essay**
Week 3: Jan. 25	First Wave Foundations	▪ Patton et al., Chapters 13-16 ▪ *Arnett, J. J. (2016). College students as emerging adults: The developmental implications of the college context. *Emerging Adulthood*, *4*(3), 219-222.
Week 4: Feb. 1	Social Identity Overview	▪ Patton et al., Chapter 4 ▪ Jones & Abes, Chapter 2 ▪ *Howard-Hamilton, M. F., & Hinton, K. G. (2016). Chapter 2: Oppression and its effect on college student identity development. In M. J. Cuyjet et al. (Eds). *Multiculturalism on campus* (2nd ed). Stylus. (pp. 22-39) ▪ *Wijeyesinghe, C. L. (2019). Chapter 3: Intersectionality and student development. In E. S. Abes et al. (Eds.). *Rethinking college student development theory using critical frameworks*. Stylus. (pp. 26-34) *Recommended* ▪ *Linder, C. (2016). Chapter 4: An intersectional approach to supporting students. In M. J. Cuyjet et al. (Eds). *Multiculturalism on campus* (2nd ed). Stylus. (pp. 66-80)

		Assignment ▪ **Course Engagement One Month Self-Assessment**
Week 5: Feb. 8	Social Identity: Racial and Ethnic Identity	▪ Patton et al., Part 2 and Chapters 5-6 ▪ Jones & Abes, Chapters 4, 7 ▪ *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. *Recommended* ▪ *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.
Week 6: Feb. 15	Social Identity: Sexuality Identities	▪ Patton et al., Chapter 7 ▪ Jones & Abes, Chapters 5 ▪ *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] *Recommended* ▪ *Chan, J. (2017). "Am I masculine enough?" Queer Filipino college men and masculinity. *Journal of Student Affairs Research and Practice*, *54*(1), 82-94.
Week 7: Feb. 22	Social Identity: Gender Identities Part 1	▪ Patton et al., Chapter 8 ▪ Jones & Abes, Chapter 6 ▪ *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. *Recommended* ▪ *Haber-Curran, P., & Linder, C. (2015). Women in college: Environments and identities. In P. A. Sasso, & J. L. DeVitis (Eds.). *Today's college students*. Peter Lang. (pp. 113-126). ▪ *Tillapaugh, D. (2015). Today's college men: Challenges, issues, and successes. In P. A. Sasso, & J. L. DeVitis (Eds.). *Today's college students*. Peter Lang. (pp. 127-140).
Week 8: Mar. 1	Social Identity: Gender Identities Part 2	▪ Jones & Abes, Chapter 8 ▪ *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. (2017). *Trans* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion.* Stylus. [pp. 20-46] *Recommended* ▪ *Gutzwa, J. A. (2021). "It's not worth me being who I am": Exploring how trans* collegians navigate classroom experiences through a funds of identity lens. *Journal of Women and Gender in Higher Education*, *14*(3), 302-323. ▪ *Nicolazzo, Z. (2017). Imagining a trans* epistemology: What liberation thinks like in postsecondary education. *Urban Education*, 1-26.
Mar. 8	*No Class—Spring Break*	
Week 9: Mar. 15	Application	**Assignment** ❑ **Mini-Case Study Presentations**
Week 10: Mar. 22	Social Identities: Class, (Dis)Ability, Faith, and Emerging Identity Research	==*No In-Person Class—Class will meet 3-4p over Zoom*== ▪ 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. *Recommended* ▪ *Bettencourt, G. M. (2020). "When I think about working class, I think about people that work for what they have": How working-class students engage in meaning making about their social class identity. *Journal of College Student Development, 61*(2), 154-170. ▪ *Garrison, Y. L., & Liu, W. M. (2018). Using the social class worldview model in student affairs. *New Directions for Student Services, 162*, 19-33.
Weeks 11-12: Mar. 29 & Apr. 5	Newer Theories on Student Identity (Peer Groups and Identity)	*No In-Person Classes—Dr. Schuster is away at ACPA and NASPA Conferences* ▪ Silver, all chapters. **Assignment** ▪ **Discussion Board Thought Post 1** (due April 10)
Week 13: Apr. 12	Newer Theories on Student Identity (Political and Activist Identity)	▪ *Morgan, D. L. (2022). "I don't like to put labels on it": Activism, political identity development, and the cultivation of student political fluency. *Peabody Journal of Education, 97*(5), 533-552. ▪ *DeAngelo, L., Schuster, M. T., & Stebleton, M. J. (2016). California DREAMers: Identity, activism, and empowerment among undocumented college students. *Journal of Diversity in Higher Education, 9*(3), 216-230.

Week 14: Apr. 19	Newer Theories on Student Identity (Space and Identity)	***No In-Person Class*** ▪ *Abes, E. S., & Wallace, M. M. (2018). "People see me, but they don't see me": An intersectional study of college students with physical disabilities. *Journal of College Student Development*, 59(5), 545-562. ▪ *Flint, M. A. et al. (2019). The right to space in higher education: Nonbinary and agender students' navigation of campus. *Journal of College Student Development*, 60(4), 437-454. ▪ *Means, D. R. (2017). "Quaring" spirituality: The spiritual counterstories of black gay and bisexual male college students. *Journal of College Student Development, 58*(2), 229-246. ▪ *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. **Assignments** ▪ **Discussion Board Thought Post 2** ▪ **Course Engagement Final Self-Reflection**
Week 15: Apr. 26	Application	**Assignment** ❑ **Case Study Team Presentations and Paper**