ORLH 5525 Theories of Student Development
Wednesdays 5:10 – 6:50pm
Spring 2015

INSTRUCTOR

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PURPOSE OF THE COURSE

This course will ask students to read, reflect on, and discuss theories of development which apply to adults – both traditional-age college students and the so-called “non-traditional” learner. Students will add their own insights and understanding to those of the scholars we will read, as well as think about how these theories may provide insight into educational practice. The course will also encourage students to critique the construction of theories of adult development. Theories of cognition, moral development, transition, and identity development will be the central focus.

REQUIRED READINGS

Assigned readings (except for the texts listed below) are posted on e-reserve.


Optional/Textbook on physical reserve in the TC library:


GRADING

Students are expected to come prepared for each class and to participate in class discussion. Three significant graded assignments will be required of students: the group project (30 points), the midterm essay (30 points) and a final paper (40 points).
REMINDERS FROM TEACHERS COLLEGE

**Columbia University Network ID (UNI):** Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. – will be sent to the student’s Columbia email account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their Columbia account to an email address which they will monitor.

**Services for Students with Disabilities:** The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

**Incomplete (IN):** The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.
COURSE ASSIGNMENTS

Assignment #1: Group Assignment

You will be assigned to a team whose job it will be to read, digest, and understand a foundational theory of student development. (Due dates are reflected in the course schedule.)

You and your team must:

1. Read an original text related to your assigned theory (see below)
2. Present a summary of the developmental path to the class
3. Illustrate the theory for the class (be creative)
4. Lead a class discussion and/or class exercise to help your classmates understand the theory

Texts for each assigned group:

Moral Development: (Due Class 5)
• Gilligan, Carol: In a different voice: Psychological theory and women's development.
• Kohlberg, as interpreted by James Rest. (On e-reserve).

Identity Development: (Due Class 8)
• Cross, William: See Shades of black (on e-reserve) and also in the Evans et al. textbook p. 255 – 263 (On e-reserve).
• Chickering & Reisser: Education and identity (2nd edition) – Only Part I required (starts at p. 43).
Assignment #2: Midterm Paper

Analyze Ed Husain’s memoir, *The Islamist*, from a cognitive development perspective. Choose 2-3 cognitive, moral, holistic theories through which to analyze the memoir. Think about the following questions before you write your 10-15 page paper:

1) To what extent do our theories provide us with a lens for understanding Ed Husain's journey as one of a journey of cognitive development? Can you name the positions/perspectives through which Ed saw the world at different points in his journey?

2) Do you see evidence of "separate" methods of evaluating the world used by Ed? Do you see evidence of "connected" methods of evaluating the world used by Ed?

3) How would you describe Ed’s “standpoint” – the political position in a stratified society (in his case, England) from which he makes sense of the world? Do you see evidence of the "methods" of knowing identified by Hurtado in Ed's narrative?

4) Do you see evidence of a shifting moral perspective as described by Kohlberg and/or Gilligan that coincides with Ed’s cognitive growth? Is there evidence that Ed comes to have a preference for a “care” voice or a “justice” voice in moral reasoning?

5) What events triggered cognitive growth? What about these experiences triggers change?

6) What does Ed's story tell us about environmental conditions for cognitive growth?

Make sure to summarize and explain the theories you use, and to support your arguments with quotes from class readings. **The Midterm Paper is due Class #10.**

The chapters beyond “The Road to Damascus” are very interesting, but no longer show cognitive growth. You are welcome to read them or not.
Assignment #3: Final Paper

You may select one of the assignments below for your final paper. You may choose to use any holistic development or identity theory from Unit if other than the foundational theory you are assigned to present in your group presentation (that is, for those of you assigned to the Chickering or Cross groups for Assignment #1). Depending on the category you pick, most papers will run 10-15 pages. The final paper is due Class #14.

1. **Application to Practice**: Utilize your knowledge of one or more identity development theories to develop or enhance a course or program of your own design. **Be explicit (in writing) about the ways your knowledge of this/these theories influenced your design.** You may work alone or with a partner.

2. **Theory development**: Create a brief qualitative interview guide (a set of open-ended questions – no more than 10) and use them to interview 3-5 people to gain further insight into identity development. Record the data you collect and code the data (that is notice the trends in the data. In what ways do your participants’ responses correlate with known theories? In what ways do they differ?). **You may work alone or with a partner.** **NB – Be sure to have participants sign IN WRITING their agreement to participate in this class project (called a “consent form”). (See sample letter on Class Web).** It is wise, though not required, to have the instructor preview the interview guide.

3. **Reading Deeper**: Choose an original full-length text (or the equivalent) expounding a developmental theory and write an essay outlining the theory and comparing and contrasting with the reading we have done. Some examples include original texts by Cass, D’Augelli, Cross (if you were not in the Cross group), Fassinger, Josselson (identity in women), Helms (White racial identity), Baxter-Magolda, and Chickering & Reisser (if you were not in the “Chickering” group). The instructor can help you find an appropriate text. **Instructor should approve the text in advance.**

4. **Literature Review**: Choose an author/text and do library research to trace the ways a theory has been tested and expanded. For example, research what has been written about Asian-American racial identity development. **A minimum of 7 texts should inform this paper.**
COURSE SCHEDULE

January 21
Class 1: Introduction to Student Development Theory
- What makes a good theory?
- What conditions promote growth?

Unit I: Theories of Cognitive and Moral Development

January 28
Class 2: Perry's Theory of Cognitive (and Ethical) Development

February 4
Class 3: Discussion of Women's Ways of Knowing

February 11
Class 4: Extending and applying cognitive development theory

February 18
Class 5: Team Presentations
Foundations Presentation #1: Kohlberg/Rest's Theory of Moral Development
Foundations Presentation #2: Gilligan's Theory of Moral Development

February 25
Class 6: More on Moral Development
March 4  
Class 7: Adults in transition  

March 11  
Class 8: Team Presentations  
*Foundations Presentation #3: Chickering's Theory of Identity Development*  
*Foundations Presentation #4: Cross' Theory of Black Racial Identity Development*

March 18 – Spring Break (No class)

March 25  
Class 9: Self-Authorship  

April 1  
**MIDTERM PAPER DUE**  
Class 10: Faith (spirituality) development theory  

April 8  
Class 11: Social Identity and Integrated Theory  
April 15

Class 12: Environmental influences and college student development/LGBT Identity


April 22

Class 13: Identity development in Asian American/Pacific Islander students


April 29

FINAL PAPER DUE

Class 14: Identity development in Latino Students


May 6

Class 15: Identity in Action Roundtable (all available on e-reserve; choose ONE article)