Course Description
Theories of student development are considered one of the foundations of the student affairs profession. The purpose of this course is to provide an overview of this theoretical foundation by examining theories describing the psychosocial, cognitive, and social identity development of college students. This examination will also include an exploration of the developmental issues facing students as well as the factors that both promote and impede development. Understanding the development of college students is integral to the design of effective student affairs practice; thus, the course focuses on applications of theory to practice in higher education and student affairs contexts.

In this course, we will explore the primary “families” of student development theories, which is how they are typically conceptualized. Although this approach tends to pull apart development into discrete domains (e.g., psychosocial, cognitive, and social identities), it is important that students understand the principle dimensions characteristic of each of these theoretical families. However, because individuals rarely represent or present a singular dimension of development, we will also study how the theories from each of these domains come together in a more integrative way. That is, we will consider how the nature of student development is mediated by students’ individual differences and sociocultural histories, such as their gender, race, ethnicity, and sexual orientation; how families of theories interact with each other (e.g., psychosocial and cognitive); and the contexts and environments in which students are situated, including those we intentionally design as student affairs educators. You will see this approach and framework for understanding student development reflected in the course design.

Student development theory is constructed by rigorous methods of observation, interviewing, and survey design. However created, theories should tell the stories of student development. Existing theories describe particular students in specific contexts. No one theory is able to tell the story of all students. Developing theory, then, necessitates an understanding of students, which requires an understanding of how theories are created (and by whom). Thus, this course includes a focus on developing theory by reading existing theories, talking to students and learning from their stories, and critically reflecting on your own developmental stories. Finally, as a semester-long course, it is impossible to cover the breadth and depth of all there is to know and understand about student development theories. Several of the assignments are designed in order to provide an opportunity to learn from each other and to expand what is covered in the required course readings. Nonetheless, there will always be theories, populations, and ideas not considered.
**Course Objective and Learning Outcomes**

The primary objective of this course is to develop an **understanding** of student development theories and their application to college students. Specific outcomes include:

- To learn about the history and the contexts in which developmental theories applying to college students have evolved.
- To understand the content associated with specific theories of college student development and the conditions and environments that promote and/or impede development.
- To understand particular dimensions (e.g., race, social class, sexual orientation) of identity development and how they are a part of, and influence, a student’s overall development.
- To consider and critically analyze the strengths and limitations of existing theories of college student development.
- To gain skill in applying student development theories to our work with students and student affairs practice.
- To begin to develop our own tentative theories, models, and ideas about how college students develop psychosocially, cognitively, and in terms of their identities, based upon observations, interviews, critical reflection, and consideration of a wide range of current theories and applications.
- To develop a deeper understanding of ourselves and our developmental processes, as who we are and where we are from act as a filter for how we see students and interpret and apply theories.

**Required Texts and Readings**


Articles and book chapters on Enterprise Learning Management System / Enhancing Learning for Maryland Students (ELMS)—http://elms.umd.edu
Course Expectations

Ground Rules/Group Agreements—Throughout this course, the nature of our discussions will likely become personal. Since I am asking you to consider your experiences with and views of student development theories, it is crucial that we develop a classroom environment that is “safe” for this type of sharing. Safety does not mean one will never feel uncomfortable or be challenged. Rather, “safe” means that students feel welcome and able to communicate their opinions, whether they are agreeable to all or not, and that we refrain from personally attacking others for their perspectives. However, the boundaries between the “personal” and the “intellectual” often become blurred when one is divulging who she or he is to others and is working to formulate her or his ideas. Therefore, we will create a set of ground rules or group agreements that we will collectively and individually strive to embody throughout the course. We will revisit these agreements throughout the course and revise them as necessary.

Attendance—Your attendance is very important to the functioning of the entire class, and your participation is taken into account in the evaluation of your performance in the course. Absences will be reflected in participation on final grades. If you must be absent from class for reasons of illness or other obligations, please send me an email message or leave a voice-mail message in advance of class. If you miss a class, you will be completely responsible for the material covered and any handouts distributed during that class session.

Timeliness—Please arrive on time for all class meetings. The success of this course necessitates the timely completion of required work. Work that is late, without documented medical excuse or extraordinary circumstances, will need to be negotiated with me to assess proper evaluation. In the absence of extenuating circumstances, late assignments will be docked one letter grade per day late. Similarly, incompletes will not be given except in cases of extraordinary circumstances.

Active Participation—Given the nature of this graduate-level course, active participation is expected of all students. By active participation, I mean critically reading all articles and book chapters prior to each class, reflecting on the authors’ arguments, critiquing the authors’ ideas, thinking about the relationship of the readings to your life and work, asking questions, contributing in small groups, presenting your poster presentation, and being engaged in class discussion. I am cognizant of the different ways in which students learn and will utilize a diverse array of pedagogical approaches—discussion, reading, writing, individual processing, presenting, collaborating, and reflecting. While I expect that all students will participate, there are multiple and varied ways to demonstrate active engagement in the course. It is important that we strive to stretch ourselves beyond our preferred methods of learning and our comfort zones, as dissonance can promote new learning. The success of our mutual learning from each other depends upon preparation and active participation in all aspects of the course.

Critically Reading—This is a graduate class and designed for a seminar format, which depends upon active student engagement and group discussions. As such, preparation for each class, through completion of each week’s readings as well as thoughtful reflection on the topics, is critical to your own learning as well the learning environment of the entire class. Each student is expected to complete the readings in advance of the class for which they are assigned. Further, class time may not always be directed toward discussion of every reading assigned, but instead to the illumination of themes, constructs, critical analysis of the content, and application to student affairs contexts.
Quality of Contributions—Active engagement and participation are important; however, participation does not mean merely verbal interaction or taking up air time. I recognize that individual participation is influenced by a range of factors, including learning style. Participation, therefore, is not based on the frequency of participation but the quality. However, I encourage each of you to challenge yourself to contribute as fully as possible as your preparation, attentiveness, and willingness to share and disclose in smaller groups are essential.

Civility*—All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-centered environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Participants, therefore, will:

- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from using laptops for any other purpose than taking notes and accessing readings.
- Refrain from using cellular phones.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
- Show respect of others in the course through listening effectively and responding thoughtfully and sensitively.
- Contribute to the learning of class members by being prepared for class and engaging in and contributing to the learning in the course.

* Adapted from statements on civility by Holley Belch and Michael C. Young

Demanding Nature of Course—EDCP 771 is a demanding course. Please pace yourself carefully to meet the expectations of the course. Getting behind will seriously impact your ability to successfully complete the requirements of the course. I am expecting much of you as students because I know you can achieve much. Part of my educational philosophy is that high expectations with sufficient support yield high outcomes. Consequently, please allow sufficient time each week to engage with the material and participate fully in the course.

Course Assignments
Below are the assignments for the course. In all papers, please adhere to the guidelines outlined in the Publication Manual of the American Psychological Association (APA), sixth edition. In addition, please submit all final versions of written assignments electronically using the “Assignments” feature on ELMS. Save all uploaded files in the following manner: lastname_assignment_name (e.g., quaye_reflective_note).

Unless otherwise specified, all assignments are due by noon on the due date.

Where I Am From Essay
Using the book Where I Am From as a template, write your own “Where I Am From” essay. You may write this in any style you would like (e.g., poem, prose, narrative essay), but what you write should focus on your own experience as this becomes a window to understanding student development theory. Try not to write this encumbered by any theoretical frameworks or developmental theories (we will get to these theories later). Simply write about where you are from...
Due: February 10  
Length/Format: Students’ Discretion

Reflective Notes  
Each week, after you have completed the readings, please prepare a one-page, two-paragraph reflection that addresses the following:

- Questions you have from the readings that you would like to discuss  
- Specifies about your own development in relation to the readings

Insert yourself into these readings and reflect on your own development using the new knowledge you have gained through your study of student development theories. For example, how do the cognitive development theories we studied resonate (or not) with your own developmental experiences; or how did your own college environment promote (or not) your racial identity development? What lingering questions do you have?

Reflective Notes will be turned in weekly and will also be utilized in class discussions. Therefore, submit a copy on ELMS and bring another copy for in-class use. There are eight (8) due dates (noted below) for submitting these Reflective Notes. Of these eight dates, each student may take a “pass” on three (3), so you must turn in at least five (5) Reflective Notes.

The Final Reflective Note should be integrative. In this final reflection, please address:

- Your major learning regarding the development of college students
- How this learning has influenced your own development and/or understanding of your development
- How you will incorporate this learning into your professional work

Due—Weekly Reflective Notes: February 17 / 24 | March 3 / 10 / 31 | April 7 / 14 /21  
Length for Weekly Reflective Notes: 1 page
Due—Final Reflective Note: April 28  
Length for Final Reflective Note: 3-5 pages

Student Development Literature Review  
Developing the ability to locate and synthesize student development literature related to contemporary issues in student affairs and higher education is important to effective practice. In this Student Development Literature Review assignment, please select a topic of particular interest to you and applicable to your goals for practice and research in student affairs or higher education. Your topic could focus on a particular group of college students (e.g., gay Black men), an important issue in student development (e.g., substance abuse), or a particular facet of student development (e.g., White racial identity). The purpose of this assignment is for you to develop expertise in the topic through locating important research and literature related to your topic. This is an excellent opportunity to begin work toward or to develop your ideas regarding your thesis or seminar paper.

You should include at least 10 sources from outside the course, and all 10 should be original sources (i.e., not taken from a book/chapter summarizing someone else’s work). You may include websites as additional sources, but they do not count toward the required 10.
You must consider the diversity of students within your topic. For instance, if you focus on Black students, you should also consider dimensions such as gender, sexual identity, social class, and college generational status. Or, if you review literature on substance abuse, then you should consider dimensions such as race and social class. Remember that any group of students is not monolithic, and your paper should address the heterogeneity of the group of students or issue you have considered.

Your paper should include, at a minimum:

- A statement and description of your topic
- A synthesis of the literature you located (note: a synthesis is not a book report summary of each source you found, but an integration of ideas across sources and notes of gaps)
- A summary of what the literature reveals about your topic
- Your recommendations for what research still needs to be conducted in this area to address your topic

Specific due dates for each of these components are below:

- Statement and short description of your topic — Due February 24
- An APA-formatted list and annotated bibliography of at least 10 sources — Due March 31
- Final literature review — Due April 21

Your paper will be evaluated on the (a) quality of the literature review; (b) meaningful, appropriate, and accurate relationships to student development theory; (c) comprehensive attention to student diversity related to the topic on which you are focusing; (d) quality of writing; and (e) complexity of your work.

Due: April 21
Length: 10-15 pages

Student Stories and Analysis
Applying existing theory to student experiences and analyzing student experiences from multiple theoretical perspectives is the focus of this assignment. The purpose of this assignment is to learn the stories of a particular group of students and to then generate theories grounded in these stories. Working in groups of two or three, choose a particular population of students to study that has something in common with each other (e.g., a social identity such as racial, cultural, religious identity; or an experience—returning adult students, first-generation students, international students). Each group member will interview at least two (2) students who fit into the population you have chosen. You will want to prepare a list of interview questions prior to your interviews, which should be based upon some knowledge, however cursory, of that population. You will also need to take careful notes during your interviews so you can complete the rest of the assignment.

Once you have completed your interviews individually, the group will come together to share the stories you have heard and the information you have learned. Develop a summary of information you have learned and begin to develop an emerging theory of development for this group of students. This emerging theory should reflect the major themes from your interviews.
Using three theorists we have studied, compare your emerging theory to each of these three:

- How do these existing theories help you describe your themes and findings? What is missing?
- What are the similarities and differences between your emerging theory and the existing theories you are using to analyze your data? What accounts for the differences?
- What critique of existing theories would you make given what you have learned from students about their experiences?
- Although your group will need to examine how your theory compares to each of the three existing theories you are using for analysis, you will also want to look at these comparisons in an integrated way. How does your theory compare to overarching patterns of existing theory?

You will present the final results of your project in a scholarly poster format, consistent with a poster presentation at a conference. Below are elements of this project and their due dates throughout the semester.

1. Select a population of students to study and sign up for topics—Due February 10. This will be done so that there is good variety of populations and topics and to ensure 3-4 students per group.

2. Identify from where you will recruit students to interview and submit a list of potential interview questions—Due February 24.

3. Complete all interviews and write a draft summary of your students’ stories—Due April 7.

4. Draft an emerging student development theory that reflects the main themes in the 6-8 student interviews conducted by your team. To do so, you might go through the stories/interviews to identify themes that relate to various dimensions of development. Organize your themes into a core story of development, using your data to explain and support the themes you present. Your theory can take any form as long as (a) it is based on your themes, (b) you include relevant dimensions of development, and (c) you can explain what each means.

5. Compare your stories and theory to at least three existing theories we studied in class. In your analysis, comment on the similarities and differences you notice between your students’ stories and your emerging theory and these three existing theories. Also, speculate on why you think these similarities and differences exist.

6. The project will culminate in a scholarly poster presentation, characteristic of academic and professional conferences, on May 5. The purpose of the poster presentation is to share the results of your interviews, your emerging theory, and your comparison of how your theory relates to existing theories. Each group must prepare a handout, with copies for class members, which includes:

- Title, brief description of your sample, and interviews
- The themes upon which your theory is based
- Your theory presented in the manner you think most appropriate (e.g., chart, graphic, words)
- Overview of the comparison of your theory to existing theories
Your Poster Presentation and Handout will be due in class on May 5.

Evaluation and Grading
Throughout our educational experiences, we have been socialized by family members, teachers, professors, peers, and even ourselves to believe in the importance of grades. Although I do not trivialize the power of grades (you likely are at this point in your educational careers because you earned high marks), I believe they sometimes detract from the learning process, as the main focus becomes the score rather than how to improve what one learns. Consequently, I will make every effort to offer feedback on assignments through meaningful comments. Of course, I will assign grades to each assignment, but I hope that through providing constructive feedback, you will continue to improve. Evaluations will be based on the following elements.

- **APA Style**—Your written papers must be prepared according to the *Publication Manual of the American Psychological Association* (APA), sixth edition. If there are major errors in APA style, I will return papers to you to revise them.
- **Quality of Work**—All work for the course must be completed by the end of the semester; no grades of incomplete will be given, except in cases of extenuating circumstances. An “A” represents papers and projects of exceptionally high quality that demonstrate a remarkably strong understanding of the theories. A “B” represents papers and projects of good quality that demonstrate a sound understanding of the theories. A “C” represents a minimally adequate completion of the assignment demonstrating a limited understanding of the theories. Work that is late, without documented medical excuse or extraordinary circumstance, will need to be negotiated with me to assess proper evaluation. In the absence of extenuating circumstances, late assignments will be docked one letter grade per day late.
- **Quality of Writing**—Proper documentation, grammar, word choice, and congruence with APA style will be taken into account in evaluation of your work. Be sure to proofread your work carefully.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Contribution to Grade</th>
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<tbody>
<tr>
<td>In-Class Work and Contributions</td>
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<tr>
<td>Where I Am From Essay</td>
<td>February 10</td>
<td>10%</td>
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<tr>
<td>Reflective Notes</td>
<td>Ongoing</td>
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<tr>
<td>Student Development Literature Review</td>
<td>April 21</td>
<td>25%</td>
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<tr>
<td>Student Stories and Analysis</td>
<td>May 5</td>
<td>35%</td>
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</table>

Evaluation Criteria
I will use a rubric to evaluate all final versions of written and presented work for this course. Specifically, I will evaluate your assignments using the following criteria:

- Ability to incorporate own ideas
- Soundness of arguments and use of evidence (i.e., theories, literature, examples, and empirical research) to justify claims
- Writing style (i.e., organization, coherence, transitions, clarity, engagingness, use of headers, logical flow, word choice, free from grammatical and spelling errors)
Grading Scale
The scale I will use for determining final course grades is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tr>
<td>A</td>
<td>3.7</td>
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<td>A-</td>
<td>3.3</td>
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<td>B+</td>
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<td>B</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
<td>1.6</td>
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<tr>
<td>C</td>
<td>1.1</td>
<td>1.5</td>
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<td>C-</td>
<td>0.0</td>
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Academic Integrity
I expect that your work will be characterized by academic integrity and honesty. I encourage you to become familiar with the University of Maryland’s policy on academic dishonesty, as this policy applies to our class as well as to all others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation, please speak with me. Any student who violates standards of academic honesty will be held accountable through University of Maryland procedures.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitating academic dishonesty, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit the following website: http://www.studenthonorcouncil.umd.edu/whatis.html

The Code of Academic Integrity prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate requires that students include the following signed statement on each examination or assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).” Compliance with the Code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (301.314.9154) by any member of the campus community.

Academic Accommodations for Persons with Disabilities
In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I will work with students who have a disability that is relevant to their work in this course. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

Religious Observances
The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. I will be happy to work with you if class meetings or assignments conflict with your religious practices.
## Course Outline

<table>
<thead>
<tr>
<th>January 27</th>
<th>Introduction to Student Development Theory</th>
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<tbody>
<tr>
<td><strong>ELMS</strong></td>
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<tr>
<td>McEwen</td>
<td>The Nature and Uses of Theory</td>
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<tr>
<td>Lutovksy</td>
<td>Tips for Writing Academic Papers</td>
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<tr>
<td>Quaye</td>
<td>Stephen's Writing Tips</td>
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</table>

**Topics**
- Introduction: Course overview and requirements
- Discuss writing expectations
- Introductory discussion of student development theory

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<thead>
<tr>
<th>February 3</th>
<th>Where I Am From and What Difference Does This Make?</th>
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<tbody>
<tr>
<td><strong>Text</strong></td>
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<td>Borrego &amp; Manning</td>
<td>Whole Book</td>
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**ELMS**
- Quaye: Voice of the Researcher

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<th>February 10</th>
<th>Nature and Use of Theories / Holistic Perspectives on Student Development</th>
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<tbody>
<tr>
<td><strong>Text</strong></td>
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<tr>
<td>EFGPR</td>
<td>Chapters 1, 2</td>
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</table>

**ELMS**
- Strange: Student Development
- Reynolds & Pope: The Complexities of Diversity
- Jones & McEwen: A Conceptual Model of Multiple Dimensions of Identity
- Baxter Magolda: Complex Lives

**Due**
- Where I Am From Essay
- Sign up for Student Stories and Analysis Population

*Maryland Student Affairs Conference—February 12*

<table>
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<tr>
<th>February 17</th>
<th>Psychosocial Theories of Development</th>
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<tr>
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<tr>
<td>EFGPR</td>
<td>Chapter 4</td>
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<tr>
<td>Ortiz</td>
<td>Chapters 2, 4</td>
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</tbody>
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**ELMS**
- Chickering & Reisser: The Seven Vectors
- Chickering & Reisser: Key Influences on Student Development
Josselson  Identity  
Fassinger  Lesbian, Gay, and Bisexual Identity and Student Development Theory  
Davis  Voices of Gender Role Conflict  
Carter  Transgenderism and College Students  

Due  Reflective Notes

February 24  Psychosocial Theories of Development

Text
EFGPR  Chapter 3  
Ortiz  Chapter 6  
FLM  Chapter 3  
MKALL  Chapter 5

ELMS
Pope  The Relationship between Psychosocial Development and Racial…  
Wilson  How We Find Ourselves

Due  Reflective Notes  
Due  Student Development Literature Review Statement and Description  
Due  Student Stories and Analysis Recruitment and Interview Questions

March 3  Cognitive Development

Text
EFGPR  Chapters 5, 7

ELMS
Perry  Cognitive and Ethical Growth  
Perry  Sharing in the Costs of Growth  
Clinchy  Revisiting Women’s Ways of Knowing  
Torres & Hernandez  The Influence of Ethnic Identity on Self-Authorship

Due  Reflective Notes

Preview Program—February 28-March 2

March 10  Cognitive, Moral, and Faith Development

Text
EFGPR  Chapters 6, 11

ELMS
Gilligan  Moral Development  
Gilligan  Two Moral Orientations  
King & Mayhew  Moral Judgment Development in Higher Education
Parks   The Journey toward Mature Adult Faith  
Stewart  The Role of Faith in the Development of an Integrated Identity

Due   Reflective Notes

NASPA—March 6-10

March 17  Spring Break—No Class

March 24  ACPA—No Class

March 31  Racial and Ethnic Identity Development

Text
Helms       Whole Book
EFGPR       Chapters 14, 15

ELMS
Helms       Introduction
Helms & Cook Models of Racial Oppression and Sociorace
Tatum       Chapters 4-6
Wijeyesinghe Racial Identity in Multiracial People
McIntosh    White Privilege
Phinney     Ethnic Identity in Adolescents and Adults
Kim         Asian American Identity Development Theory

Due   Reflective Notes  
Due   List of 10 Sources for Student Development Literature Review

April 7   Racial and Ethnic Identity Development

Text
EFGPR       Chapter 16
FLM         Preface, Prayer, Chapters 2, 4-6, 8
Ortiz       Editor’s Notes, Chapters 1, 3, 5, 7
MKALL       Chapters 1, 3, 4, 8

ELMS
Harper & Quaye Student Organizations as Venues for Black Identity Expression…
Renn        Understanding the Identities of Mixed-Race College Students…
Bray        Refuse to Kneel
Sirin & Fine Hyphenated Selves

Due   Reflective Notes
Due   Student Stories and Analysis Summary of Interviews
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<th>April 14</th>
<th>Gender and Sexual Identity Development</th>
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<tr>
<td><strong>Text</strong></td>
<td>EFGPR Chapters 17, 18</td>
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<td><strong>ELMS</strong></td>
<td>D’Augelli Identity Development and Sexual Orientation</td>
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<td>McCann &amp; Fassinger Revisioning Sexual Minority Identity Formation</td>
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<td>Bilodeau &amp; Renn Analysis of LGBT Identity Development Models and Implications…</td>
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<td>Abes &amp; Kasch Using Queer Theory to Explore Lesbian College Students’ Multiple…</td>
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<td><strong>Due</strong></td>
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<th>Return to Holistic Perspectives on Student Development</th>
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<tr>
<td><strong>Text</strong></td>
<td>EFGPR Chapters 10, 12</td>
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<tr>
<td><strong>ELMS</strong></td>
<td>Abes et al. Reconceptualizing the Model of Multiple Dimensions of Identity</td>
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<td>King &amp; BM Toward a Developmental Model of Intercultural Maturity</td>
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<td>Quaye &amp; BM Enhancing Racial Self-Understanding</td>
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<td>Weber A Conceptual Framework for Understanding Race, Class, Gender…</td>
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<td>Tanaka Higher Education’s Self-Reflexive Turn</td>
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<td><strong>Due</strong></td>
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<tr>
<td><strong>Due</strong></td>
<td>Final Literature Review</td>
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<th>April 28</th>
<th>Application, Synthesis, Remaining Questions, and Future Directions</th>
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<tbody>
<tr>
<td><strong>Text</strong></td>
<td>FLM Chapter 10</td>
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<td>Ortiz Chapter 8</td>
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<td>MKALL Epilogue</td>
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<td><strong>ELMS</strong></td>
<td>Baxter Magolda Learning Partnerships Model</td>
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<tr>
<td></td>
<td>Upcraft The Dilemmas of Translating Theory to Practice</td>
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<td>Ortiz &amp; Rhoads Deconstructing Whiteness as Part of a Multicultural Educational Framework</td>
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<td>Rhoads &amp; Black Student Affairs Practitioners as Transformative Educators</td>
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<td>Beemyn Trans on Campus</td>
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<tr>
<td><strong>Due</strong></td>
<td>Final Reflective Note</td>
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<th>May 5</th>
<th>Presentations and Final Reflections</th>
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<tbody>
<tr>
<td><strong>Due</strong></td>
<td>Scholarly Poster Presentation and Handouts</td>
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**Required ELMS Readings**


*Portions of this syllabus are adapted from Marylu McEwen, Elisa Abes, Nancy Evans, Kristen Renn, and Susan Jones*