



**CSP 6020: Theory and Assessment of College Student Development
Fall 2011 Course Syllabus**

Bowling Green State University
Thursday's 1:00pm-3:45pm, 355 Education Building
Section 5002, Course #77586

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Purpose

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

Course Goals

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

Required Texts

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

Evans, N., Forney, D., Guido, F., Patton, L., & Renn, K. (2010). *Student development in college: Theory, research, and practice* (2nd. Ed.). San Francisco: Jossey-Bass Publishers.

Other materials as assigned.

Learning Activities

Class Participation and Attendance

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

Personal Theory Paper

The purpose of this paper is to tap your "personal theories and hunches" about college students before they are framed and cast in your exposure to the many formal theories and models of this course. In a maximum of 10 pages, please introduce yourself and address the following questions, reflecting on your own undergraduate college experience: In what ways did you differ as a senior in comparison to your memories of yourself as a first year student? What changes took place with respect to any of these differences? To what experiences do you attribute these changes (in and/or out of the classroom)? What conclusions would you draw in summarizing the student development journey of your own college experience? What would you recommend for students to do who also wish to make the best of their time in college?

Exams #1 and #2

These will be "in-class," written exams of about two hours' duration each. Each exam will offer a choice of about two-three questions examining the specifics, inferences, and applications of select formal theories of student development. The emphasis here is on using abstract, theoretical constructs and ideas to inform (through critique or application) concrete policies and practices in the context of higher education. Clarity of justification and linking conclusions to assumptions derived from the theories are of particular importance in this form of assessment.

Formal Theory Paper

In a maximum of 16 pages, use three formal theories of your choice (from among those studied this term) to explicate the developmental status of a first year undergraduate student with whom you have conducted a series of assessment interviews during the course of this term. The purpose of this assignment is to experience the complex interplay of formal theories in an attempt to explain the unique experiences and developmental levels of a new student in higher education. Emphasis here is placed on your ability to connect theoretical constructs and assumptions to anecdotes, illustrations, and examples from real students' lives. You are expected to research the particular theory or theories you are using beyond the assigned course readings in order to determine how growth and development are assessed using the theory you have selected. You must consult at least one primary source for the theory you use.

Write and submit a paper structured around the following questions:

- 1) What are the fundamental ideas of the theory or theories you utilized?
- 2) How did you assess the development of students?
- 3) What did you conclude tentatively about the development of the students, and why?
(Provide support for your conclusions from your interviews.)

- 4) Critique the theory or theories. What aspects of the theory or theories seemed to best explain the students? What limitations or challenges did you find in the model(s) you used? Again, provide evidence and support for your claims.
- 5) In light of what you have learned about student development theory, what are your recommendations to the student(s) or universities for promoting student development? Be certain to link your suggestions to the specific theory or theories you utilized in this paper.

It is critical that you protect students' confidentiality. No one (including me, your friends, and/or partner) should know who you interviewed and you should not interview someone with whom you are already well acquainted (or with whom you work closely). *You should conduct face-to-face interviews if at all possible.* When arranging the interview(s) and again when you conduct the interview, explain the project to the student(s), inform the student(s) about confidentiality, and tell the student(s) that it is okay to not answer a question or questions. If a student discloses something to you that worries you (e.g., you're concerned for the safety of the student or another) please consult with me. If you wish to record the interview, tape recorders and transcribers are available in the Instructional Media Center. Tape recordings must be destroyed at the conclusion of the course.

Interviews

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

- Why you are interviewing them
- What you will do with the information they are telling you
- If you are taping the interview, that you will destroy the tape once you are done with the information on it
- How you will protect their confidentiality
- That they can decline to answer any question they choose, and can end the interview at any point they wish
- That if they have any questions or concerns about the interview, they can contact your professor (Give them my contact information from the front of this syllabus.)

Assignments are due at the *beginning* of class on the dates indicated on the schedule. Late assignments will receive a lower grade unless we have made other arrangements prior to the due date. Please staple papers for submission (no paper clips, folders, etc.) and use **APA style, 6th edition**. You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade. I recommend Strunk and White's *Elements of Style* for a good handbook on writing.

Voice Project

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

Final Exam

This exam is a summative analysis of the ideas, concepts, inferences, and applications encountered this semester. Emphasis will be placed on integrating your own perspectives on student development and on synthesizing the learning documented in your voice journal. Questions will focus on applications of these perspectives and synthesis.

<u>Assignments/Exams</u>	<u>Due Date</u>
Personal Theory Paper (10%)	September 8
Exam # 1 (20%)	October 6
Exam # 2 (20%)	November 17
Formal Theory Paper (20%)	December 1
Voice Journal (15%)	December 8
Final Exam (15%)	December 15

BGSU does not use +/- for graduate level work, so the following scale applies:

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

About grading: An **“A” paper** is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is mostly free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A **“B” paper** is good. It has some weaknesses in one of more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies. Students with three or more absences are unlikely to earn a grade higher than B.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Plagiarism

Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. **You must cite the source of any work, words, or ideas that are not your own** in their proper context. Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of “F” for the assignment, and/or an “F” in the course. *In addition*, any instance of plagiarism will be reported to the Academic Honesty Committee of the Graduate College as stipulated by the Graduate College Catalog (current edition). You are also expected to abide by all other policies and regulations specified in the Student Handbook outlined by Bowling Green State University. You are encouraged to review the academic honesty tutorial available online.

Accommodations

Documented disabilities. Please notify me in advance of the first assignment if you will need any accommodations for a documented disability. A BGSU resource is the *Office of Disability Services, 413 South Hall*. The goal of the Office of Disability Services is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students wishing to discuss their eligibility for such accommodations are encouraged to contact this office. **Phone:** 419-372-8495, **Fax:** 419-372-8496, **TDD:** 419-372-0582.

Illness

If you are seriously ill (vomiting, running a fever, have a phlegm-producing cough), please visit the Student Health Center, but *do not come to class*. Call or e-mail me with your condition and make arrangements with a classmate to receive notes and handouts. I will do the same.

Weather

In most cases, the University will not close for weather conditions unless the Wood County Sheriff's Department declares a Level 3 emergency (or since this is summer in NW Ohio, the tornado warning siren sounds). Weather Policy for lists). For changes in individual class meetings, please refer to the class Blackboard site for postings by the instructor. For students traveling from Toledo or one of the cooperating colleges, please use your best judgment and abide by your county's road closures. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay or absence and make arrangements with a classmate to receive class notes and handouts.

Course Schedule

DATE	SCHEDULE. Tentative schedule and readings. Additional readings may be assigned as necessary. [BB] Readings on Blackboard course website.
Week 1 Aug. 25	Course Introduction
Week 2 Sept. 1	Understanding Student Development Theory and Hunches about Student Development Theory (Hearing "Voices") <ul style="list-style-type: none"> ▪ Strange, C., & Alston, L. (1998). Voicing differences: Encouraging multicultural learning. <i>Journal of College Student Development</i>, 39, 87-99. [BB] ▪ Evans, et al. (2010). pp. xvii-xxii, 1-40, & 41-46. *Please work on your informal theory paper before advancing too far into the introduction to formal theory in <i>Student Development in College</i>.
Week 3 Sept. 8	Theories of Identity: Part I. Theory Overview, Developing Competence, Managing Emotions, Moving Through Autonomy Toward Interdependence, Developing Mature Interpersonal Relationships <ul style="list-style-type: none"> ▪ Chickering & Reisser (1993), pp. 43-172. ▪ Evans, et al. (2010). pp. 47-63. *Due: Personal Theory Paper
Week 4 Sept. 15	Theories of Identity: Part II. Establishing Identity, Developing Purpose, Developing Integrity <ul style="list-style-type: none"> ▪ Chickering & Reisser (1993), pp. 173-264. ▪ Foubert, J., Nixon, M., & Sisson, V. (2005). A longitudinal study of Chickering and Reisser's vectors: Exploring gender differences and implications for refining the theory. <i>Journal of College Student Development</i>, 46, 461-471. [BB]

<p>Week 5 Sept. 22</p>	<p>Dimensions of Identity. Gender, Race, Sexual Orientation</p> <ul style="list-style-type: none"> ▪ Evans, et al. (2010), pp. 227-345. (Social Identity, Racial Identity, Ethnic Identity and Acculturation, Multiracial Identity, Sexual Identity, Gender Identity) ▪ Torres, V., Jones, S., & Renn, K. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. <i>Journal of College Student Development</i>, 50, 577-596. [BB] ▪ Select 2 additional articles from the selected reading list below. Articles and abstracts posted on Blackboard. [BB] <p>(a) Abes, E., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. <i>Journal of College Student Development</i>, 48, 619-636.</p> <p>(b) Chhuon, V., & Hudley, C. (2008). Factors supporting Cambodian American students' successful adjustment into the university. <i>Journal of College Student Development</i>, 49, 15-30.</p> <p>(c) Dugan, J. P., & Yurman, L. (2011). Commonalities and differences among lesbian, gay, and bisexual college students: Considerations for research and practice. <i>Journal of College Student Development</i>, 52, 201-216.</p> <p>(d) Edwards, K., & Jones, S. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. <i>Journal of College Student Development</i>, 50, 210-228.</p> <p>(e) Harper, S., & Nichols, A. (2008). Are they not all the same?: Racial heterogeneity among black male undergraduates. <i>Journal of College Student Development</i>, 49, 199-214.</p> <p>(f) Johnson, D., Soldner, M., Leonard, J., Alvarez, P., Inkelas, K., Rowan-Kenyon, H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates from different racial/ethnic groups. <i>Journal of College Student Development</i>, 48, 525-542.</p> <p>(g) King, A. (2011). Environmental influences on the development of female college students who identify as multiracial/biracial-bisexual/pansexual. <i>Journal of College Student Development</i>, 52, 440-455.</p> <p>(h) Melendez, M. C., & Melendez, N. B. (2010). The influence of parental attachment on the college adjustment of white, black, and Latina/Hispanic women: A cross-cultural investigation. <i>Journal of College Student Development</i>, 51, 419-435.</p> <p>(i) Miville, M., Darlington, P., Whitlock, B., & Mulligan, T. (2005). Integrating identities: The relationships of racial, gender, and ego identities among white college students. <i>Journal of College Student Development</i>, 46, 157-175.</p> <p>(j) Moran, C. (2007). The public identity work of evangelical Christian students. <i>Journal of College Student Development</i>, 48, 418-434.</p>
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	<p>(k) Mueller, J. A., & Cole, J. C. (2009). A qualitative examination of heterosexual consciousness among college students. <i>Journal of College Student Development</i>, 50, 320-336.</p> <p>(l) Nadal, K. L., Pituc, S. T., Johnston, M. P., & Esparrago, T. (2010). Overcoming the model minority myth: Experiences of Filipino American graduate students. <i>Journal of College Student Development</i>, 51, 694-706.</p> <p>(m) Okagaki, L., Helling, M., & Bingham, G. (2009). American Indian college students' ethnic identity and beliefs about education. <i>Journal of College Student Development</i>, 50, 157-176.</p> <p>(n) Ratanasiripong, P., & Rodriguez, A. (2011). Promoting wellness for Thai college students. <i>Journal of College Student Development</i>, 52, 217-223.</p> <p>(o) Sanchez, D., & Carter, R. (2005). Exploring the relationship between racial identity and religious orientation among African American college students. <i>Journal of College Student Development</i>, 46 280-295.</p> <p>(p) Schwartz, J., Donovan, J., & Guido-DiBrito, F. (2009). Stories of social class: Self-identified Mexican male college students crack the silence. <i>Journal of College Student Development</i>, 50, 50-66.</p> <p>(q) Stewart, D. L. (2009). Perceptions of multiple identities among black college students. <i>Journal of College Student Development</i>, 50, 253-270.</p> <p>(r) Wilkerson, J. M., Brooks, A. K., & Ross, M. W. (2010). Psychosocial identity development and sexual risk taking of acculturating collegiate gay and bisexual men. <i>Journal of College Student Development</i>, 51, 279-296.</p>
Week 6 Sept. 29	<p>Identity Across the Lifespan</p> <ul style="list-style-type: none"> ▪ Levinson, D. J. (1986). A conception of adult development. <i>American Psychologist</i>, 41, 3-13. [BB] ▪ Gordon, J., Beatty, J., & Whelan-Berry, K. (2002). The midlife transition of professional women with children. <i>Women in Management Review</i>, 17, 328-341. [BB] ▪ Evans, et al (2010), pp. 212-226. (Schlossberg's Transition Theory)
Week 7 Oct. 6	Exam #1
Week 8 Oct. 13	<p>Theory and Practice in Student Development</p> <ul style="list-style-type: none"> ▪ Strange, C. C., & King, P. M. (1990). The professional practice of student development. In D. Creamer & Associates, <i>College student development: Theory and practice for the 1990s</i> (pp. 9-24). Alexandria, VA: ACPA Media. [BB] ▪ Parker, C. (1977). On modeling reality. <i>Journal of College Student Personnel</i>, 18, 419-425. [BB]

Week 9 Oct. 20	Meaning Making: Part I. Perry's Theory of Intellectual and Ethical Development, Later Cognitive Structural Theories, Development of Self-Authorship <ul style="list-style-type: none"> ▪ Evans, et al. (2010), pp. 82-98. ▪ Evans, et al. (2010), pp. 119-135. ▪ Evans, et al. (2010), pp. 176-193.
Week 10 Oct. 27	Meaning Making: Part II. Moral Development Theory <ul style="list-style-type: none"> ▪ Evans, et al. (2010), pp. 99-118. ▪ Stage & Dannells, <i>Linking Theory to Practice</i>, Chapter 9 (pp. 199-219) [BB]
Week 11 Nov. 3	Spirituality and Faith <ul style="list-style-type: none"> ▪ Evans, et al. (2010), pp. 194-211. Development of Spirituality and Faith ▪ Parks, S. (2000). <i>Big questions worthy dreams</i> (pp. 53-103). San Francisco: Jossey-Bass Publishers. [BB] ▪ Nash, R. J. (2001). Constructing a spirituality of teaching: A personal perspective. <i>Religion and Education</i>, 28(1), pp. 1-20. [BB] ▪ Burchell, J., Lee, J., & Olson, S. (2010). University student affairs staff and their spiritual discussions with students. <i>Religion and Education</i>, 37, 114-128. [BB] ▪ Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011). Assessing students' spiritual and religious qualities. <i>Journal of College Student Development</i>, 52, 39-61. [BB]
Week 12 Nov. 10	Cognitive Types and Styles <ul style="list-style-type: none"> ▪ Evans, et al (2010), pp. 136-152. Kolb's Theory of Experiential Learning ▪ Evans, et al (1998), pp. 243-259. The Myers-Briggs Adaptation of Jung's Theory of Personality Type ▪ Peruse: http://www.personalitypathways.com/education.html ▪ Select 2 additional articles from the selected reading list below. Articles and abstracts posted on Blackboard. [BB] <p>(a) Briggs, S., Copeland, S., & Haynes, D. (2007). Accountants for the 21st century, where are you? A five-year study of accounting students' personality preferences. <i>Critical Perspectives on Accounting</i>, 18, 511-537.</p> <p>(b) Francis, L., Craig, C., & Robbins, M. (2007). The relationship between psychological type and the three major dimensions of personality. <i>Current Psychology: Developmental • Learning • Personality • Social</i>, 25, 257-271.</p>

	<p>(c) Salter, D., Evans, N., & Forney, D. (2006). A longitudinal study of learning style preferences on the Myers-Briggs type indicator and learning style inventory. <i>Journal of College Student Development</i>, 47, 173-184.</p> <p>(d) Arthurs, J. (2007). A juggling act in the classroom: Managing different learning styles. <i>Teaching and Learning in Nursing</i>, 2, 2– 7.</p> <p>(e) Yamazaki, Y. (2005). Learning styles and typologies of cultural differences: A theoretical and empirical comparison. International. <i>Journal of Intercultural Relations</i>, 29, 521–548.</p>
Week 13 Nov. 17	Exam #2
Week 14 Nov. 24	No Class. Thanksgiving Break.
Week 15 Dec. 1	<p>Conditions and Principles of Growth and Change</p> <ul style="list-style-type: none"> ▪ Strange, C. (1994). Student development: The evolution and status of an essential idea. <i>Journal of College Student Development</i>, 35(6), 399-412. [BB] ▪ Strange, C. C. (2004). Constructions of student development across the generations. In M. D. Coomes & R. D. DeBard (Eds.). <i>Serving the millennial generation</i> (pp. 47-57). <i>New Directions for Student Services</i>, no. 106. San Francisco: Jossey-Bass Publishers. [BB] <p>*Formal Theory Paper Due</p>
Week 16 Dec. 8	<p>Applications and Issues. Summaries and Conclusions.</p> <ul style="list-style-type: none"> ▪ Evans, et al (2010), pp. 349-358. Using Theories in Combination ▪ Evans, et al (2010), pp. 359-372. Final Thoughts and Future Directions <p>*Voices Journal Due</p>
Week 17 Dec 15	Final Exam. Good luck ☺. Finish Strong!

The Voice Project

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

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

- a. The first step in cultural learning is the ability of an individual to step out of his or her geographic and temporal spheres of influence and into the spheres of others . . . in doing so, the learner is consciously giving up components of a strategy of power in order to learn about the Other;
- b. The next step pertains to the individual's desire and ability to listen . . . listening that involves risk and courage. We listen to individuals' stories so that we might understand their views of the world, and in doing so, we may have to radically transform our own understandings; and
- c. The next step...is the internalization of the Other's needs, wants, and desires . . . to understand different people's views of the world so well that we incorporate these views in our own outlook. (p. 145)

Tierney (1993) concluded that “If we want to create the conditions for building a community of difference, then we must place at a premium an emphasis on creating cultural learners” (p. 146). In addition, we must encourage stories and experiences that have been silenced by the power of the norm, “creating conditions so that the Other is able to speak from his or her personal and intellectual experience” (p. 146-147). The consequence of these strategies for how higher education systems and student affairs units function are profound.

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

The purpose of this assignment is to raise consciousness about the implications of *race, nationality, class, gender, age, sexual orientation, disability, and religious belief* for how we construct concepts of human development during the college years. It begins with the premise that all education systems, higher education in particular, are context-bound and socially constructed from select values and principles. The college experience, therefore, is always a function of the interaction of the student and that context, and the ultimate quality of that experience for any student depends on the extent to which she or he shares the dominant culture of that setting. Inclusion of some values and principles ultimately leads to the exclusion of others. Over time, dominant cultures tend to “screen out,” both intentionally and unwittingly, those values and artifacts that differ significantly from the “normative” experience. That is reaffirming and supportive of those who do share common characteristics, but the perspectives, experiences, and meanings of marginalized cultures are always at risk. The challenge is to actively seek out alternative voices – those meanings, perspectives, experiences, and values different from our own – and to assure that

they are heard and understood as part of our explanation of the world around us.

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

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

Completion of this course assignment involves four ongoing tasks:

1. Select a "voice" other than your own, for which you will assume responsibility as an advocate in letting it be heard as part of our class discussions this term. For example, as an African American female you might wish to consider the perspective of a Latino male; as a heterosexual male, a gay male or lesbian female; or as a traditional age student, a single parent who is a returning adult learner. You are encouraged to challenge yourself by choosing a voice with which you have had little experience or exposure. The subject of your voice should engage at least one of the following issues: *race, nationality, class, gender, age, sexual orientation, disability, and religious belief*. For students who identify as members of marginalized social groups, it may be as beneficial to engage a voice that has been privileged as it may be to engage another voice that has been commonly marginalized or one which has been marginalized in a different way.

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

- a. Examining literature and reading materials relevant to that voice (e.g., Evans & Wall, 1991 - *Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus*)
- b. Accessing resources and personal contacts through various dedicated listservs and bulletin boards (e.g., EASI - Access to Information for People with Disabilities)
- c. Observing the behavior and interacting in the context of individuals who are thought to live that voice (e.g., attending a Black Student Union meeting on campus)
- d. Interviewing people presumed to speak in that voice (e.g., an Asian American student, faculty, or staff member)
- e. See the suggested plan for acquiring a voice for more ideas

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

I would expect to find a dated sequence of reflective notes and summaries of a variety of readings, references, experiences, and observations with respect to your voice. Language is typically informal, expressive, and descriptive, demonstrating a cumulative and progressive understanding

of the ideas and issues relative to this voice, and how such knowledge intersects with the ideas and concepts of this course.

4. Let your selected voice be heard regularly in the context of our class discussions. Offer what you have learned that week in regard to your selected voice, or identify how what you attribute to your voice shapes your understanding of the content of course materials and ideas.

References:

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

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

A Suggested Plan for Acquiring your Voice

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

- Choose a voice and record in your voice journal any assumptions, understandings, and impressions you already have about this voice. How did you come to hold these? Read the Strange & Alston article (see Week 2). Give your voice a name.
- Identify and read a published article about your voice and abstract the article in your journal. Spend some time reflecting on the information you gathered. How might Chickering and Reisser's theory apply to your voice? Record your conclusions and observations in your journal. What shapes the context of psychosocial development for a person with your voice?
- How do dimensions of identity (e.g., race, ethnicity, nationality, age, gender, sexual orientation, social class) define your voice? Record in your journal and discuss each point you wish to make about your voice that you would like others to know. What are some implications of these points for educational and student affairs practice? How should we think about doing things differently?
- Do a library search on resources that might inform your acquisition of this voice. Continue information gathering about your voice through reading articles or books, doing an Internet search, posing a question on a forum. Generate a list of questions you would like to ask a person with your voice. Record your findings and discuss your growing understanding of this voice. How do the theories from Schlossberg and Levinson apply to your voice?
- Consider how the characteristics of your voice might predispose a person to conditions that would enhance or inhibit cognitive development (intellectual or moral reasoning) or shape development of cognitive and learning style. Record your thoughts in your journal. Present one of these findings as part of the voice discussion in class.
- Shadow a person who lives your voice or conduct a voice experiment. How do these personal understandings compare with what you have been reading and discovering? List all the gifts of your selected voice. What are the barriers and challenges? How might your readings on typology and spirituality theories inform your voice?

- Consider how applications of theory to practice could be best tailored to meet the needs of your voice. Interview someone who speaks your selected voice. Contact a listserv or discussion group focusing on your voice. Perhaps your voice is represented in a popular television show or movie. How do the interactions among that character and others inform your understanding of your voice. What assumptions are promoted or challenged?
- At the end of the course, summarize and record what you have come to learn about your selected voice this term. How do the characteristics of your voice shape the student development journey during the college years? Record your reflections and conclusions in that respect, giving particular focus on how you might have changed and grown this term with respect to your understanding of this voice.

Voice Project Evaluation

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

- How have you used various resource materials (readings, experiences, observations, interviews, etc.) to inform your voice?
- How have you integrated the characteristics of your emerging voice with the content of this course?
- How have you taken risks and faithfully and creatively assembled materials for your journal?