EDUC 662: Learning and Development in Higher Education  
Center for the Study of Higher and Postsecondary Education, University of Michigan  
Fall 2016

Dr. Patricia M. King, Professor  
Class Time: Wednesdays, 9AM-12 PM  
2108A School of Education Building  
Room: 2340 SEB  
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GSI: Mr. Gordon Palmer, palmergj@umich.edu; Gordon’s Office Hours

The key to a vital life is an eagerness to learn and a willingness to change.  
M.A. Radmacher-Hershey (1994)

And the day came when the risk to remain tight in a bud  
was more painful than the risk it took to blossom.  

Anaïs Nin

This course examines patterns of intellectual, identity, and social development among older  
adolescents and adults, and how these relate to learning and development of desired outcomes  
of postsecondary education. It is designed to introduce graduate students to major theoretical  
perspectives, research on selected student development theories, and how this body of theory  
and research can be used to guide the design of educational policies and practices in colleges  
and universities to promote college student learning and development.

Note: In this class, student characteristics are in the foreground and environmental characteristics  
are in the background; in the companion course, ED603, Organizing for Learning, this focus is  
reversed.

Course Objectives for Student Learning

1. Identify and describe your own underlying assumptions about the nature of college student  
   learning and development, and express a deeper level of self-awareness as it relates to  
   student development. Translate and articulate yours and others’ assumptions using theory  
   and research on student learning outcomes, and demonstrate your understanding of the role  
   of guiding assumptions in theory development and validation.

2. Accurately describe the three domains of development (cognitive, intrapersonal, and  
   interpersonal) and the major theories within each domain addressed in this course, specify  
   attributes that are associated with early and advanced levels of maturity for these theories,  
   analyze the strengths and limitations of various theories of college student development using  
   established criteria, and explain how given educational practices would be expected to  
   promote or inhibit development in this domain for relevant subgroups of students.

3. Describe how patterns of development and educational experiences differ among various  
   subgroups of college students, especially groups of students who differ by age, social  
   identities (e.g., race and ethnicity, gender, sexual orientation), and the personal capacities that  
   affect how they interpret experiences; to offer your critique of these patterns.
4. Analyze and articulate connections across major aspects of development, to illustrate how these changing attributes are interrelated within the developing person, and to explain how educational interventions can be designed that take these interrelationships into account.

5. Analyze and articulate the structure and organization of curricular and co-curricular educational environments in terms of their match (or mismatch) for promoting college student learning and development, and to be able to suggest ways to do so that are aligned with theory and research of college students development.

Course Texts
All assigned readings for this class will be available on our class Canvas site.

I recommend the following books as helpful resources for this class, and as good additions to your professional library.

This book provides a thorough overview of major student development theories, with sections on theory, assessment, research, and application to practice for each major theoretical perspective.

This sourcebook is designed to introduce faculty members to major theories of student development and how an understanding of the concepts and findings from this literature can be used to enhance their interactions with college students.

This book provides a detailed look at identity development using an approach that focuses on multiple dimensions of identity. It serves to further our theoretical understanding of college students and their development and will be especially useful for those interested in exploring identity development more deeply.

This sourcebook provides an overview of major models of theories of cognitive development that are applicable to college students, along with insights about the relationships among perspectives and their application to educational practice.

NOTE: Many “New Directions” sourcebooks are available free of charge through the UM library. If you do a “Journal/Serial Name begins with” search in Mirlyn for New Directions for Teaching and Learning, New Directions for Student Services, etc. you'll find the links to the online versions in the entries that come up in Mirlyn. Try using Wiley Interscience (refer to the specific issue number for that title) or a comparable resource.

APA Publication Manual

As with most professional discourse communities, higher education scholars follow certain writing practices; many of these are described and explained in the APA Publication Manual. **Accordingly, it is my expectation that all work submitted for this class adhere to the style and formatting guidelines of this manual (6th ed.)** NOTE: The APA Manual includes *much* more than simple referencing style; it also reflects sets of academic values and practices. For example, in addition to reference citations (both in the text and the reference list), this volume also includes instructions on page numbering, grammatical considerations, how to avoid the use of sexist language and how to construct charts and tables. If you haven’t already done so, I *strongly* encourage you to familiarize yourself with the range of topics it addresses so you’ll be better able to use this as a resource in your own writing.

**Being Successful in this Class**

**Preparing for Class.** It is my goal to create a successful learning community in this class. As members of this community, I expect students to actively and thoughtfully engage in the weekly class sessions, and to be willing to bring themselves and their ideas to our discussions and class activities. Toward this end, I suggest that you develop your own schedule in a way that will enable you to study the assigned readings *prior to class*. Please **bring copies of the assigned readings to class with you each week** using either hard or electronic copies.

Prepare for each week’s class by formulating 2-3 discussion questions from the readings, along with your own reflections and comments. Try to focus your questions and responses on understanding key concepts and ideas that appear in the readings, and on understanding the authors’ and your own underlying assumptions. This will require that you “get inside” the authors’ heads (i.e., to think within their stated frameworks) as well as interrogating your own assumptions and stating the basis for your own reactions (however tentative). We will use these questions and comments to strengthen class discussion of the readings.

I will use informal assignments or class activities to increase your involvement in the class and your understanding of the materials. My hope is that these procedures improve both the quality of our class discussions and the value of the readings and class activities for you.

**Computer/Phone Use during Class.** Many students choose to bring their computers and/or other electronic devices to class to facilitate the retrieval of readings and to take notes; this use is appropriate. *However, using your devices during class time for activities that are not related to the class is not appropriate.* Further, such use is distracting and often disrespectful of other members of our class community. Please feel free to use your device if you have the self-discipline to use it appropriately; if not, do not use it during class. Also, remember to silence your cell phone during class.

**Due dates.** Please submit your course assignments online in the *Assignment* section of the Canvas site **by the day and time listed below.** It is my expectation that you will meet each
deadline except when extreme and unforeseen circumstances arise. If this is the case, please alert me in advance or just as soon as possible.

**Absences.** Class attendance is important. However, circumstances occasionally arise when your presence may be required elsewhere. Please be very selective in such occasions, and whenever humanly possible, alert me in advance AND arrange to obtain notes, handouts, etc. and review class activities with two classmates. Missing more than two classes will earn you a personal meeting with me to discuss your absences.

**Special Needs.** If you believe that you may need an accommodation for a disability, please contact me within the first two weeks of the class so that I can arrange for appropriate accommodations. We can then work with the Office of Services for Students with Disabilities (SSD; **734-763-3000; ssd.umich.edu**); staff in this office will help us determine appropriate academic accommodations. They typically recommend accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. Also, if other life circumstances arise (i.e., beyond what you noted on the Student Information Sheet) that may affect your participation or performance in this class, please let me know.

**Academic Integrity.** The School of Education in general and CSHPE in particular are communities that value and strive to enhance personal responsibility, honesty, fairness, respect, and mutual trust. As a member of these communities, I expect all students to adhere to the highest standards of academic honesty and responsibility. Indeed, it would be hypocritical to embrace these expectations as learning outcomes for college students and be unwilling to learn about and actively practice them ourselves in graduate education and in professional settings. Understanding that professional standards are more than rules and that our understanding of these standards increases with experience, I encourage you to browse the relevant pages of the Rackham website for information about academic and professional integrity, even if you have done so at an earlier time in your education. Here is the link to that site: [http://www.rackham.umich.edu/policies/gsh/appb/](http://www.rackham.umich.edu/policies/gsh/appb/)

**Student Mental Health and Wellbeing**
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and [https://caps.umich.edu/](https://caps.umich.edu/) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). For a listing of other mental health resources available on and off campus, visit: [http://umich.edu/~mhealth/](http://umich.edu/~mhealth/).

**Office Hours.** I hope to expect to meet with all students during office hours sometime this term to discuss topics raised in the readings or in class, your learning and success, and/or your concerns about this course. To schedule an appointment, please sign up for a time during posted office hours using the link provided at the top of the syllabus; this will take you to an electronic
calendar that lists my office hours. If the posted times don’t work for you, I would happy to schedule an appointment at another time; please contact me by email to do so.

Canvas Site. We will utilize our Canvas site for many aspects of this course. Many campus resources are available to help you navigate this site, access resources posted there, and submit your assignments.

Readings. All assigned readings are posted in the “Resources” folder, which are organized by week and topic. Framing comments for each week’s readings are also posted in each folder to assist you in navigating the material and focusing on key questions. Additional readings related to course materials are also posted in the “Resources” folder, under “Supplemental Readings.” I suggest you browse through these to become acquainted with what is there. The readings for each week are clustered by topic, and often ordered within topics. *I recommend that you read them in the order in which they appear on the syllabus.*

Framing Comments. Along with the weekly readings, the Canvas site also contains Framing Comments for each week’s readings. These are designed to help you put general topics and individual readings into broader perspectives and to help you see how they relate to other issues in the field. *I suggest that you refer to these questions as you begin and conclude the readings for each topic;* I will often refer to these questions to guide our discussions. If there are other questions or observations you would suggest adding to either of these, I would be very interested in hearing them.

Forums. This feature allows for the posting of ideas, reflections, and other types of on-line discussion among course members. Students are responsible for posting their “Making Connections” comments in this space, but the Forums board does not have to be limited to this task alone. We can decide as a class if there are other ways we wish to use this feature.

Assignments. Descriptions of each assignment will be posted in the Canvas “Assignments” folder well in advance of the due date. Use 1” margins and a font comparable in size to Times New Roman 12.

Submitting Assignments. Please submit your completed assignments to the Canvas Assignments folder. *When you create a title for your papers, please start with your last name and include the topic of the assignment* (e.g., King-Cognitive Interview). Similarly, please be sure each paper includes your name (on at least the first page) and page numbers in the header (typically not on the first page).

Course Assignments
Rationale
Course activities and assignments are designed to serve several purposes, most importantly, to provide a structure for learning, reflecting upon, integrating, and applying course concepts to professional practice in higher education. They are also timed to facilitate the flow and design of the course. Specific instructions for each
Making Connections/Response to Reflective Questions
Part of the learning process involves becoming proficient in being able to construct and share your own ideas regarding the content of this course and to apply your knowledge to new contexts and situations (in your internship, in CSHPE, with friends and family, conversations overheard on the bus, to your own college experiences, etc.) in order to enhance your learning. I will use the first few minutes of each class for this purpose, asking you to either offer a response to one of the reflective questions and/or to offer examples from your own experience in which you interpret a situation or event using a student development perspective. Toward this end, I ask all students to briefly (about 5 minutes) share their responses or connections they have made between some aspect of the course material and “real life” and to do so at least twice during the term (on your assigned day plus at least one other time when you alert me in advance that you wish to offer a connection that day). Please keep this in mind as you complete the readings each week. The examples you choose for this purpose may be from a variety of sources, such as an event you experienced or heard about, a conversation you overheard, a website you explored, a movie you saw, connections you identified among the readings for the week, etc. Your contributions here will factor into your Class Participation grade.

Interview a College Student
This assignment involves having a series of conversations (at least three) with an undergraduate student about his or her experiences as a college student. The purpose is to use comments from a currently enrolled college student to understand and critique theories of college student development, and to see first-hand how development mediates student interpretations of experience. Specific instructions will be posted in the Assignments folder.

Due dates: Friday, October 7, 9AM (analysis of cognitive development); Wednesday, October 26, 9AM (analysis of interpersonal development); Monday, November 21, 1PM (analysis of intrapersonal development)

Class Presentation: The Role of Cognitive, Interpersonal, or Identity Development in Student Success
This assignment gives you the opportunity to gain greater depth of understanding about development in one of the three dimensions studied in this class (Weeks 4-11). Working individually or in small groups (this will depend on class size), students will use the format of formal presentation to the class to share your findings and insights. Specific instructions are posted in the Assignments folder.

Due date: Varies by topic; all materials are due by 9AM the day of the presentation.

Read On!
This assignment is designed to give you the opportunity to read about a topic of interest in more depth. This may be related to your final integrative project, your presentation, an issue that arises in your internship site that relates to the content of this course, or simply a topic related to the focus of this course that piques your interest. Here are two options:

- a. Read at least two supplemental articles from among those posted for this course.
- b. Peruse a book related to college student learning and development (a primary source). If it’s a long book, base your response on at least two chapters you have read in full.
- c. Propose another way to fulfill the spirit of this assignment.
Write a short (at least 3-page) analytical response noting how your selection improved your understanding of the topic. If you have suggestions for better incorporating the ideas from these readings into this course, please feel free to share those as well. **Due date:** I will cheerfully accept your response papers **throughout the term** – and definitely by **Friday, December 2, 9AM**. Details are posted in the Assignments folder.

**Final Integrative Project**
There are several possible ways to integrate your learning from this class, including the following:

A. Construct a Case Study holistically interpreting the interviews you conducted with your college student (i.e., across developmental domains) and offering theory-based recommendations for promoting this student’s development.

B. Design a Developmental Curriculum in the curricular or co-curricular area of your choice.

C. Review selected readings from the beginning of this course that explicated the theoretical foundations informing transformative learning. Drawing from the full range of activities in this course this term, discuss the implications of these foundations for promoting student learning.

D. **We Are All a Work in Progress:** Analyze your own development using the concepts and theories from this course and the self-description and other responses you provided in the Student Information Sheet. Include relevant experiences, areas in which you have made especially good progress as well as areas in which you feel your progress has been slower, along with factors you believe affected your development.

E. **Propose Another Option for this Purpose**
We will discuss these options in class about the middle of the term. Be prepared to discuss some facets of your project during our last class on **Dec. 7**.

**DUE (Written Product): On or before December 14, 9AM**

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**Summary of Assignments**

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Class Participation (including Making Connections, class activities and discussions)</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>Supporting materials due by 9AM on the date of the presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Student Interview-analysis of cognitive development</td>
<td>October 7, 9AM</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Date/Time</td>
<td>Weighting</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Student Interview (analysis of <em>interpersonal</em> development)</td>
<td>October 26, 9AM</td>
<td>20%</td>
</tr>
<tr>
<td>Student Interview (analysis of <em>intrapersonal</em> development)</td>
<td>November 21, 1PM</td>
<td></td>
</tr>
<tr>
<td>Read On!</td>
<td>Throughout the term; by December 2</td>
<td>15%</td>
</tr>
<tr>
<td>Final Integrative Project: Presentation to Class (selections/summary)</td>
<td>December 7, 9AM</td>
<td></td>
</tr>
<tr>
<td>Final Integrative Project Submission</td>
<td><em>By December 14, 9AM</em></td>
<td>15%</td>
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</tbody>
</table>

If you believe a different proposed weighting of assignments would better serve your learning goals, please discuss this with me before the end of September.