

*Student Development in College: Theory, Research, and Practice, Second Edition*

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**Transition Guide**

**Major Changes to the Second Edition**

- Reorganization of theories to better align with current literature
- Inclusion of new integrative theories of student development
- Expanded coverage of social identity theories
- Tighter focus on higher education-related research
- Updated review of student development research and application
- Decreased emphasis on assessment methods
- Reconceptualization of typology theories as a way to understand individual differences

*Part One: Understanding and Using Student Development Theory*

In Part One, the authors introduce a new scenario that is developed in the part introductions throughout the book. This scenario provides continuity and helps to demonstrate how each part of the book builds on previous parts.

**Chapter 1: Definitions and Historical Roots of Student Development**

This chapter previews the new organizational approach used in the book, briefly introducing major foundational theories, integrative approaches, and social identity theories. The authors also mention important specialized theories that there was not space to cover in the book.

Finally, the section on the influence of paradigms has been revised and updated to make it clearer and more meaningful to readers.

## **Chapter 2: Using Student Development Theory**

The theory-to-practice models that previously appeared in this chapter now appear in Chapter 19 to provide a stronger connection to the scenarios presented in that chapter. In turn, the authors discuss topics that previously appeared in the two concluding chapters—the benefits and challenges of using theory, and the responsible use of theory—in this earlier chapter to provide a stronger warrant for the use of theories presented in the book. In addition to looking at environmental factors influencing development, they also consider individual differences that influence development, discussing the typology theories of John Holland and Isabel Myers, which previously appeared in individual chapters. Reflecting current work, a section on thinking holistically about student development has been added. The chapter concludes with a response to critics of student development theory, which was moved from the final section of the previous concluding chapter because of the importance of addressing this issue early in the book.

### ***Part Two: Foundational Theories***

In this section the authors introduce the foundational theories of student development, representing the psychosocial, cognitive-structural, and learning style approaches that comprised most of the first edition. Because many new theories and approaches are included in later sections of the book, some foundational theories that were given individual chapters in the last edition now appear in chapters covering multiple theories. Exceptions are the theories of Arthur

Chickering, William Perry, and David Kolb, each of which is still extensively used and often referred to in student affairs and educational practice.

### **Chapter 3: Psychosocial Identity Development**

This new chapter includes Erik Erikson's and James Maria's theories, which appeared in the psychosocial part introduction in the first edition, along with Ruthellen Josselson's theory, which was previously given its own chapter. An expanded discussion of Erikson's and Maria's theories and related research are included because they have provided a foundation for much of the work currently being done on social identity, which is reviewed later in the book. Josselson's theory is updated, with greater attention to her follow-up research, which appeared in her book, *Revising Herself*.

### **Chapter 4: Chickering's Theory of Identity Development**

In discussing Chickering's theory in this chapter the authors emphasize the revised 1993 version, developed in collaboration with Linda Reisser. In addition, the discussion of research and applications of Chickering's theory is updated.

### **Chapter 5: Perry's Theory of Intellectual and Ethical Development**

While discussion of Perry's theory largely remains unchanged, the authors have added research and applications published after the first edition of this book.

## **Chapter 6: Moral Development Theory**

The moral development theories of Kohlberg, Rest, and Gilligan have been combined into one chapter to allow for more immediate comparison of their approaches. The authors' discussion of Rest's theory has been expended and updated to reflect his on-going work related to moral development. The discussion of moral development research and practice is now tightly focused on work conducted in higher education settings.

## **Chapter 7: Later Cognitive Structural Theories**

As in the first edition, the chapter covers the cognitive-structural theory of Mary Belenky and her colleagues, Marcia Baxter Magolda's early work on epistemological development during the college years, and Patricia King and Karen Kitchener's reflective judgment model. The authors include new research and application literature related to each of these theories and have added a scenario at the beginning of the chapter to assist readers in making connections to practice.

## **Chapter 8: Kolb's Theory of Experiential Learning**

The authors have focused our discussion of Kolb's theory to emphasize his work on learning styles and ways in which they can be useful both in the classroom and in student affairs practice. The discussion of learning style research and application is updated.

### ***Part Three: Integrative Theories***

In this new part the authors introduce four integrative approaches to student development, only one of which—Nancy Schlossberg’s transition theory—was included in the first edition. These approaches, which take a holistic view of development, offer a comprehensive understanding of the overall developmental experience, considering environmental influences as well as psychological changes.

#### **Chapter 9: Ecological Approaches to College Student Development**

In this new chapter, the authors introduce three major ecological approaches: human ecology, developmental ecology, and campus ecology. They describe each approach and its key assumptions and make comparisons across models when appropriate, highlighting in particular the work of Urie Bronfenbrenner. They also present examples of research and applications in the college context and conclude with a summary and suggestions for future directions.

#### **Chapter 10: Development of Self-Authorship**

In this new chapter, the authors discuss Marcia Baxter Magolda’s later research and her theory of self-authorship based on Robert Kegan’s earlier theory of the evolution of consciousness, which is also presented in this chapter. They also review the extensive research literature based on and supporting Baxter Magolda’s theory as well as applications of this body of literature in a variety of educational settings. In particular, the authors discuss the learning partnerships model, introduced by Baxter Magolda and extended by Baxter Magolda and Patricia King. Future directions for work in this area are offered.

## **Chapter 11: Development of Faith and Spirituality**

This new chapter introduces and defines the concepts of faith and spirituality, noting how they are distinct from religion. It includes a discussion of James Fowler's faith development and the later research and theory of Sharon Daloz Parks, which is based on and extends Fowler's work. In each case, the authors examine the research and applications associated with these theories, critique this body of literature, and offer suggestions for future work.

## **Chapter 12: Schlossberg's Transition Theory**

This chapter focuses on the updated version of Schlossberg's theory introduced in 2006 by Goodman, Schlossberg, and Anderson and Hackney and Cormier's latest counseling model as a way of implementing transition theory. It includes new research and application and a revised critique of the model.

### ***Part Four: Social Identity Development***

An extensive section of the revised book is dedicated to the burgeoning literature on social identity development, expanding the authors' discussion to six chapters in contrast to the two chapters included in the first edition. New chapters include an overview of the concepts association with social identity, ethnic identity development and acculturation, multiracial identity development, and gender identity.

## **Chapter 13: Social Identity: Concepts and Overview**

In this new chapter the authors define social justice and introduce related concepts, particularly oppression and privilege. They specifically discuss privilege associated with

being white, upper-class, heterosexual, able-bodied, and Christian. Abes, Jones, and McEwen's multiple identity theory, which describes the intersection of identities, is introduced, as well as Chávez, Guido-DiBrito, and Mallory's model of diversity development, which examines how individuals come to understand and value diversity.

### **Chapter 14: Racial Identity Development**

The authors have reconceptualized and expanded this chapter, first presenting a historical overview of the concept of race and the reviewing the tenets of critical race theory, then reviewing racial identity development theories, starting with the foundational Atkinson, Morten, and Sue minority development model. This chapter includes an updated version of William Cross's model of psychological nigrescence, introduced by Cross and Fhagen-Smith; examines two models of White identity development, those of Helms and Rowe, Bennett, and Atkinson; and introduces models of racial identity development as experienced by Latino/as (Ferdman and Gallegos), Asian Americans (Kim), and American Indians (Horse). The authors review related research and application, most of which centers on African American racial identity development, and offer suggestions for research and practice.

### **Chapter 15: Ethnic Identity Development and Acculturation**

Since racial identity and ethnic identity are conceptually distinct, they have been separated into two chapters. This chapter begins with a conceptual overview of ethnic identity and its relevance for college students. Then it examines components of ethnic identity and a related concept: acculturation. The authors introduce Jean Phinney's ethnic identity model followed by a discussion of research and theory specific to the ethnic identity of Latinos, Asian

Americans, American Indians, and African Americans/Blacks. They offer future directions for research and practice in this area.

### **Chapter 16: Multiracial Identity Development**

To acknowledge the rapidly growing multiracial population and the substantial body of literature related to this identity, a new chapter examining multiracial identity development has been added. This chapter begins with a historical overview of mixed-race people in the United States and then considers approaches to multiracial identity development, starting with the initial deficit and stage-based approaches and then examining more current typology and ecological models. The authors give particular attention to Renn's ecological theory of mixed-race identity development. They then review related research on mixed-race identity development and applications in college settings, concluding with suggestions for future directions.

### **Chapter 17: Sexual Identity Development**

This chapter now includes Vivienne Cass's revised theory of sexual orientation identity formation, Ruth Fassinger's model of gay and lesbian identity development, and new research and applications based on Anthony D'Augelli's theory. It includes a new section on heterosexual identity development, featuring a historical overview of research and theory related to this concept and an overview of the multidimensional model of Roger Worthington and his colleagues.

## **Chapter 18: Gender and Gender Identity Development**

This new chapter begins by examining the foundational concepts of sex, gender, and gender identities. The authors then review the gender identity development theory and research of Sandra Bem and its application on campus settings, and next introduce transgender identity development theory and research, noting particularly the work of Brent Bilodeau. The chapter concludes with a discussion of college applications of gender identity theory and notes further work that would extend existing literature.

### ***Part Five: Concluding Reflections***

In this final part introduction, the authors conclude the scenario introduced in Part One and continued throughout the part introductions. The chapters included in this section are similar to those in the first edition.

## **Chapter 19: Using Theories in Combination**

To make tighter theory-to-practice connections, the authors begin this chapter with two theory-to-practice models that previously appeared in Chapter 2 of the first edition. Two of the previous scenarios are updated, incorporating new theory included in this edition. They have introduced a new scenario to illustrate use of Nancy Evans's developmental intervention model.

## **Chapter 20: Concluding Thoughts and Future Directions**

The authors have updated their final assessment of the state of the art of developmental theory, looking at its accomplishments and limitations. This chapter ends with a revised list of recommendations to extend the student development knowledge base and enhance the work of student development educators.