ED/PY 778 Spring 2014
THEORIES OF STUDENT DEVELOPMENT

Dr. Karen Arnold   Spring 2014 Office Hours
225 Campion Hall   Wednesday 12:00-1:30 p.m.
552-2649 (Office)   Thursday 4:00-6:30 p.m.
(781) 444-9234 (Home: important calls only, please)   & 9:30-10 p.m. (let me know!)
arnoldkc@bc.edu   And by appointment

Sign up on line for office hours by following the link on my faculty website (walk-ins are fine but students with scheduled appointments will be seen first)
http://www.bc.edu/schools/lsoe/facultystaff/faculty/arnold.html

Purpose and Course Objectives
The purpose of this course is to provide an intensive introduction to the theoretical and research literature on the American college student in order to inform practice and inquiry in higher education administration, counseling, and teaching. Lectures, discussions, and student writing and projects will focus on theories and applications that examine patterns of student growth and development during the undergraduate years.

Class members will write short response papers on directed questions related to course readings. Students will receive written feedback from the instructor on a subset of these papers and will also respond in writing to the papers of other class members. Course participants will also complete a group project in which they formulate a developmental assessment and intervention plan in light of an undergraduate case study. There will be a take-home final essay examination.

The following are the course objectives:
1. To develop a sophisticated understanding of select theories of college student development
2. To explore systematic applications of theory to practice in facilitating the development of college students
3. To understand and be able to articulate the role of student development theory in student affairs and allied professions
4. To explore the implications of age, race, ethnicity, culture, gender, sexual identity, and historical context on the development of students
5. To develop skills of critical analysis, synthesis, and written and oral communications concerning concepts and issues in student development and general higher education.

Required Texts: (available at the BC bookstore):

Evans, N.J., Forney, D.S. & Guido-DiBrito, F. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass Publishers.
Chickering, A.W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
Gilman, R.C. (2000). *Spinning into butter*. New York: Faber & Faber.

All other readings available on class website: www.cms.edu (Students may print out material anywhere, including on a BC printer in the O'Neil Library reserve room)

IMPORTANT: BC removes websites from previous semesters. Download and/or print course materials for yourself for future comps study (and your own library, of course).

Highly recommended: American Psychological Association (APA). (2009, Sixth edition but NOT error-filled first printing!). *Publication manual*. Washington, DC: Author. OR download excellent APA basics sheet from the web at: http://www.wooster.edu/psychology/apa-crib.html

IF YOU MUST MISS A CLASS because of illness or professional travel, please let me know and **please attend the other section for the corresponding session**.
> Monday 10-12:30 McGuinn 400
> Thursday 7-9:30   Campion 016

Timeline and Assignments:

Jan. 13, 16   Overview of Course; Generating Grounded Theory

Jan. 20   No class on Monday: Martin Luther King holiday

Jan. 23, 27   Foundations of Student Development Theory and Typologies
                  Reading for January 23 or 27:
> Evans, N.J., Forney, D.S. & Guido, F.M., Patton, L.D., & Renn, K. (2010). *Student development in college: Theory, research, and practice*. (2nd ed.) San Francisco: Jossey-Bass. ("Evans text") Chapters 1 and 2: 1-40 and Chapter 8: 136-152.
> Astin, A. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel, 25(*4), 297-308.
> SKIM these foundational documents if they are new to you:
> Astin, A. W. (1999). Involvement in learning revisited: Lessons we have learned. *Journal of College Student Personnel, 40*, 518-529.
> National Association of Student Personnel Administrators and the American College Personnel Association. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, D.C.: Author.

                  Response paper #1 due;
                  Browse "This I Believe" website: http://www.thisibelieve.org/

Jan 30,   Psychosocial Identity Development - Part I
Feb 3   Reading for January 30 or February 3:
> Reason, R.D., & Kimball, E.W. (2012). A new theory-to-practice model for student affairs: Integrating scholarship, context, and reflection. *Journal of Student Affairs Research and Practice, 49*(4), 359-376.
> Evans text: Chapter 3: 47-63

[Outline of Erikson theory handed out during class session]

Chickering, A., & Reisser, L. (1993). A current theoretical context for student development. *Education and identity*. Preface xi-xviii; Chapters 1-2, 1-82. [Not discussed this week, but start reading!]

OPTIONAL READING:

Torres, V., Jones, S.R., & Renn, K.A. (2009). Identity development in student affairs: Origins, current status, and new approaches. *Journal of College Student Development*, *50*, 577-593.

Feb. 6, 10   The Ecology of Human Development

Reading for February 6 or 10:

Renn, K., & Arnold, K. (2003). Reconceptualizing research on college student peer culture. *Journal of Higher Education, 74*(3), 261-291.

Bronfenbrenner, U. (1993). The ecology of cognitive development: research models and fugitive findings. In R. H. Wozniak & K.W. Fischer, (Eds.), *Development in context: Acting and thinking in specific environments* (pp. 3-44). Hillsdale, NJ: Erlbaum.

Arnold, K., Lu, E., & Armstrong, K. (2012). *The ecology of college readiness, Executive Summary*. ASHE Higher Education Report, 38 (5). San Francisco: Jossey-Bass, vii-x.

Keep reading Chickering for next week: *Education and identity*. Chapters 3-5, 83-172.

OPTIONAL READING:

Bronfenbrenner, U., & Morris, P.A. (2006). The bioecological model of human development. In R.M. Lerner (Ed.), *Handbook of child psychology* (Vol. 1, pp. 793-828). Hoboken, NJ: Wiley.

Evans text: Chapter 9: 157-175

Bring draft Bronfenbrenner map of your undergraduate or current ecology

Feb. 13, 17   Psychosocial Identity Development - Part II

Reading for February 13 or 17:

Chickering, *Education and identity*: Chapters 6-8:173-264.

Kodama, C. M., McEwan, M.K., Liang, C.T.H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. In M.K. McEwen (Ed.). *Working with Asian American college students. New directions for student services*, *no. 97* (pp. 45-60). San Francisco: Jossey-Bass.

Case study of Sharon ON COURSE WEBSITE. **Read and bring to class.**

OPTIONAL READING:

Evans text: Chapter 4: 64-81

Kroger, J. (2000). *Identity development: Adolescence through adulthood*. Chapter 1: Perspectives on Identity, pp. 3-28. Thousand Oaks, CA: Sage.

Response paper #2 due (with revised Bronfenbrenner map attached)

Feb. 20, 24   Cognitive Development–Part 1
               Reading for Feb. 20 or 24:
                       Evans text: Chapter 6: 99-118; Chapter 7: 130-134 (Kitchener & King)
                       Perry, W. G., Jr. (1981). Cognitive and ethical growth. In A.W. Chickering,
                           (Ed.), *Modern American college*. (pp. 76-116). San Francisco: Jossey-
                           Bass.
                       [Perry Handouts distributed during class session]
                       Kegan, R. (2009). What form transforms?: A constructive-developmental
                           approach to transformational learning. In *Contemporary theories of
                           learning*. K. Illeris, (Ed.). (pp. 35-52), New York: Routledge.
                       Love, P.G. (1999). Kegan's orders of consciousness: In P.G. Love and V.
                           Guthrie (Eds.), Understanding and applying cognitive development
                           theory. *New Directions for Student Services, 88*, 65-76.
               OPTIONAL READING:
                       Evans text: Chapter 5: 82-98
                       Rest, J.R., Narvaez, D., Thoma, S. J., & Bebeau, M.J. (2002). A neo-
                           Kohlbergian approach to morality research. *Journal of Moral
                           Education, 29*(4), 381-395.
                       Krebs, D.L., & Denton, K. (2005). Toward a more pragmatic approach to
                           morality: A critical evaluation of Kohlberg's model. *Psychological
                           Review, 112*(3), 629-649.

March 3, 6   Boston College spring break. No class

Feb. 27,   Cognitive Development Part II–Self Authorship
March 10   Reading for February 27 or March 10:
                       Baxter Magolda, M. (2004). Evolution of a constructivist
                           conceptualization of epistemological reflection. *Educational
                           Psychologist, 39*(1), 31-42.
                       Baxter Magolda, M.B. (2004). Self-authorship as the common goal of
                           21st-century education. In Baxter Magolda, M., & King, P.M. (Eds.)
                           (2004). *Learning partnerships: Theory and models of practice to
                           educate for self-authorship*. (pp. 1-35). Sterling, VA: Stylus.
               OPTIONAL READING:
                       Evans text: Chapter 7: 119-135; Chapter 10: 176-193.
                       Guthrie, V.L., King, P.M., & Palmer, C.J. (2000, Spring/Summer).
                           Higher education and reducing prejudice: Research on cognitive
                           capabilities underlying tolerance. *Diversity Digest*.
                       Pizzolato, J. E. (2003). Developing self-authorship: Exploring the
                           experiences of high-risk college students. *Journal of College Student
                           Development, 44*(6), 797-812.
               Response paper #3 due

NASPA March 15-19 in Baltimore

March 13, 17   Faith Development Theories: Dr. Jenny Small - Guest Lecturer
               Reading for March 13 or 17:
                       Astin, A.W. (2004, Spring). *Why spirituality deserves a central place in
                           liberal education. Liberal Education, 90*(2), 34-41.
                       Fowler, J. (1976). Stages of faith: The structured developmental
                           approach. In T.C. Hennessey (Ed.), *Values and moral development*.
                           New York: Paulist Press.
                       Love, P. (2002). Comparing spiritual development and cognitive
                           development*. Journal of College Student Development, 43*(3), 357-
                           373.
                       Small, J. (2009). Faith dialogues foster identity development. *About
                           Campus, 13*, 12-18.
               OPTIONAL READING:
                       Evans text: Chapter 11: 194-211.
                       Astin, A., *The Spiritual Life of College Students: A National Study of
                           Students' Search for Meaning and Purpose* (Full Report)
                           http://spirituality.ucla.edu/docs/reports/Spiritual_Life_College_Students_Full_
                           Report.pdf
                       Boston College (2007). *The journey into adulthood: Understanding
                           student formation*. Chestnut Hill: Boston College.
               **Draft interview protocol and informed consent due (Hard copy to instructor
               and email copy to group that is providing feedback)**

               **Return feedback on protocol to classmates via email by March 17 (Thursday
               class) or March 20 (Monday class) Schedule interviews!**

Higher Education MA Comprehensive Examination: March 21-24

March 20, 24   Postmodern Identity
               Reading for March 20 or 24
                       Gergen, K.J. (2011). The self as social construction. *Psychological Studies,
                           56*(1), 108-116.
                       Gergen, K.J. (1991). *The Saturated self: Dilemmas of identity in contemporary
                           life*. New York: Basic Books. Chapters 1: The self under siege, pp. 1-17;
                           and Chapter 6: From self to relationship, pp. 139-169.
                       Gergen, K.J. (1999). *An invitation to social construction*. Chapter 1: Traditions
                           in trouble, pp. 1-32; and Chapter 5: Toward relational selves, pp. 115-141.
               OPTIONAL READING
                       Gergen, K.J. (2001). Psychological science in a postmodern context. *American
                           Psychologist, 56*(10), 803-813.
                       Butler, J. (1997). Performative acts and gender constitution. In *Writing on the
                           Body*. K. Conboy, N. Medina, and S. Stanbury (Eds.), (pp. 402-417).
                           New York: Columbia University Press.

Yang, L., Gergen, K. (2012). Social construction and its development: Liping Yang interviews Kenneth Gergen. *Psychological Studies, 57*(2), 126-133.

Response paper #4 due (comps takers may request a 1-week extension)

Conduct case interview between receipt of protocol and March 25 (Thursday class) or March 28 (Monday class)

ACPA March 30-April 2 in Indianapolis

March 27 or March 31   Racial Identity Development
Reading for March 27 or 31:
Evans text: Chapters 14-16: 252-304
Gilman, R. (2000). *Spinning into butter*. New York: Faber & Faber.
(IF not previously read) McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 244-246.
(SKIM) Bensimon, E.M. (2007). The underestimated significance of practitioner knowledge in the scholarship on student success. *The Review of Higher Education, 30*(4), 441-469.
OPTIONAL READING:
Renn, K. A. (2003). Patterns of situational identity among biracial and multiracial college students. *The Review of Higher Education, 23*(4), 399-420.
Quintana, S.M. (2007). Racial and ethnic identity: Developmental perspectives and research. *Journal of Counseling Psychology, 54*(3), 259-270.
Torres, V. (2003). Influences on ethnic identity development of Latino college students in the first two years of college. *Journal of College Student Development, 44*(4), 532-547.

April 3, 7   Gender and Sexual Identity Development
Reading for April 3 or 7:
Evans text: Chapters 17, 18: 305-344
Renn, K.A., & Bilodeau, B.L. (2005). Analysis of LGBT identity development models and their implications for practice. In R.L. Sanlo, (Ed.). Gender identity and sexual orientation. *New Directions for Student Services*, 25-39.
Talburt, S. (2011). Queer theory. In B.J. Bank (Ed.). *Gender and higher education* (pp. 86-93). Baltimore: Johns Hopkins Press.
Bilodeau, B. (2005). Beyond the gender binary: A case study of two transgender students at a Midwestern research university. Journal of *Gay and Lesbian Issues in Education, 3*(1), 29-43.
OPTIONAL READING:
Jordan, J.V., Kaplan, A.G., Miller, J.B., & Surrey, J.L. (1991). The 'self-in-relation': A theory of women's development. In J. Surrrey (Ed.).

> *Women's growth in connection: Writings from the Stone Center*. New York: Guilford Press.
>
> Gilligan, C. (1977). In a different voice: Women's conceptions of self and of morality. *Harvard Educational Review, 47*(4), 481-517.

"This I Believe" essay due (submit to course website under "assignments" tab (instructor will post an anonymous copy to class unless you opt out)
Collected reflection papers and classmate/instructor reactions due

April 10, 14   <u>Adult Development</u>
Reading for April 10 or 14:
> Evans text: Chapter 12: 212-226
>
> Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469-480.
>
> Schlossberg, N. K., Lynch, A. Q., & Chickering, A.W. (1989). *Improving higher education environments for adults*. San Francisco: Jossey-Bass. Chapter 2: Understanding adults' life and learning transitions, pp. 13-33.

OPTIONAL READING:
> Knowles, M. (1990, 4th Edition). *The adult learner: A neglected species*. Chapter 3: A theory of adult learning: Andragogy. Houston, TX: Gull Publishing, 27-63.

Case study and assessment/intervention plan due

April 17, 21   <u>Boston College Easter Break: No Classes</u>

April 24, 28   <u>Intersection of Multiple Identities</u>
Reading for April 24, 28:
> Abes, E.S., Jones, S.R., & McKewan, M.K. (2007). Reconceptualizing the Model of Multiple Dimensions of Identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development, 48*, 12-2.
>
> Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, *50*, 376-386.
>
> Wolf, N. (1984). Class: The psychic expense of an elitist campus. *MS Magazine*. 332.

OPTIONAL READING:
> Evans text: Chapter 19: 349-358.
>
> McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society, 20*, 1771-1800.

May 1, 5   <u>Intercultural Development-Amir Reza Guest Lecturer</u>
Reading for May 1 or 5:
> Evans text: Chapters 17, 18: 305-344

Bennett, (2004). Becoming interculturally competent. In J.S. Wurzel (Ed.,) *Toward multiculturalism: A reader in multicultural education.* Newton, MA: Intercultural Resource Corporation.

Bennett, J. (2009). Cultivating Intercultural Competence. In D. K. Deardorff (Ed.), *The Sage Handbook of Intercultural Competence* (pp. 121-140). Thousand Oaks, CA: Sage.

Deardorff, D. K. & Hunter, W. (2006). Educating global ready graduates. International Educator, 15(3), 72-83.

OPTIONAL READING:

King, P.M., & Baxter Magolda, M.B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development, 46*(6), 571-592.

Final examination handed out

May 8, 12   Theory Summary, Critique
Reading for May 8 or 12:

Evans text: Chapter 20: 359-372.

Kasch, D. (2011). *Patterns of development: Rethinking theories of college student development.* Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Charlotte, NC.

OPTIONAL READING:

Pascarella, E.T. & Terenzini, P. T. (2005). *How College Affects Students.* (Vol. 2). San Francisco: Jossey-Bass. How college affects students: A summary. Chapter 11: 571-626.

Take-home exam due

Assignments and percentage of grade	Due Date	
	Monday	Thursday
•Attendance and class participation (10%)		
•Readings as assigned		
•Response papers on directed questions 2-3 pages (30%) (Note: *This I Believe* essay is 350-500 words and is graded pass/fail)	1/27	1/23
	2/17	2/13
	3/10	2/27
	3/24	3/20
	4/7	4/3
•Collected papers and instruction/classmate reactions	4/7	4/3
•Two ~1-1.5 page responses to classmates' papers (5%)		
•Group project: student interview-based case study and developmental assessment/intervention plan (30%; 2/3 group grade, 1/3 individual)		
• Draft interview protocol and informed consent	3/17	3/14
• Response to peers' protocol (by email)	3/20	3/17
• Interview conducted after protocol review received	3/28	3/25
• Case study and analysis	4/14	4/10
•Take-home final examination due last class (25%)	5/12	5/8

PLEASE HAND IN HARD COPIES OF ASSIGNMENTS, NOT EMAILED (exceptions are draft protocol to classmates and This I Believe essay submitted to website)

Grading: Students will receive written feedback from both the instructors and classmates on papers and presentations. Understanding of theoretical concepts and their implications constitute the primary criterion for grading, as evidenced in writing and orally. Relative weight of each assignment in course grade is listed above. As class discussion and exercises are an important part of the course, attendance is expected at each session. Please notify the professor if you need to miss a class for illness or professional travel. Unexcused absences will result in lowered grades.

Late work: The instructor reserves the right to lower grades for late work. The penalty for lateness depends on the circumstances, including the reasons for missed deadlines and the student's overall conscientiousness in class attendance, engagement, and assignment deadlines.

Note: Citations and reference lists should conform to the style manual of the American Psychological Association (6th edition).

In the event of a heavy snowstorm or other emergency necessitating cancellation or delay of a class, please call (617) 552-INFO for information on an emergency closing. Announcements will also be posted on the BCInfo home page at www.bc.edu/bcinfo as well as the BC/Prepared website at www.bc.edu/prepare.   I will hold class if the university is open; however, make your own decision about how safe you feel it is to commute to campus for the class!

If you have a disability and will be requesting accommodations for this course, please register with Kathy Duggan [kathleen.duggan@bc.edu] (for learning disabilities), or Paulette Durrett, paulette.durrett@bc.edu (all others). Advance notice and appropriate documentation are required for accommodations.