ED/PY 778  Spring 2014
THEORIES OF STUDENT DEVELOPMENT

Dr. Karen Arnold
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(781) 444-9234 (Home: important calls only, please)
aroldkc@bc.edu

Spring 2014 Office Hours
Wednesday 12:00-1:30 p.m.
Thursday 4:00-6:30 p.m.
& 9:30-10 p.m. (let me know!)
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):

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).


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:
   SKIM these foundational documents if they are new to you:
   Response paper #1 due;
Browse “This I Believe” website: http://www.thisibelieve.org/

Jan 30,  Feb 3  Psychosocial Identity Development - Part I
Reading for January 30 or February 3:
   Evans text: Chapter 3: 47-63
[Outline of Erikson theory handed out during class session]

OPTIONAL READING:

Feb. 6, 10  The Ecology of Human Development
Reading for February 6 or 10:

OPTIONAL READING:
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.
Case study of Sharon ON COURSE WEBSITE. Read and bring to class.

OPTIONAL READING:
Evans text: Chapter 4: 64-81
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 Handouts distributed during class session]

OPTIONAL READING:
Evans text: Chapter 5: 82-98

March 3, 6  Boston College spring break. No class

Feb. 27,  March 10  Cognitive Development Part II–Self Authorship
Reading for February 27 or March 10:

OPTIONAL READING:

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:


OPTIONAL READING:

Evans text: Chapter 11: 194-211.


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


OPTIONAL READING


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

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<tr>
<th>March 27 or March 31</th>
<th>Racial Identity Development</th>
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<td>Reading for March 27 or 31:</td>
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<td>Evans text: Chapters 14-16: 252-304</td>
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OPTIONAL READING:


April 3, 7 | Gender and Sexual Identity Development |
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<td>Evans text: Chapters 17, 18: 305-344</td>
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OPTIONAL READING:

Women’s growth in connection: Writings from the Stone Center. New York: Guilford Press.


“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  Adult Development
Reading for April 10 or 14:
Evans text: Chapter 12: 212-226

OPTIONAL READING:

Case study and assessment/intervention plan due

April 17, 21  Boston College Easter Break: No Classes

April 24, 28  Intersection of Multiple Identities
Reading for April 24, 28:

OPTIONAL READING:

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


OPTIONAL READING:

Final examination handed out

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

OPTIONAL READING:

Take-home exam due

Assignments and percentage of grade

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