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 affairs and general higher education administration

Required Texts: (available at the BC bookstore):
All other readings available on class VISTA website: www.cms.edu and on-line through BC reserves at www.bc.edu/reserves in PDF format. (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 compss study (and your own library, of course).


Timeline and Assignments:

Jan. 17, 19 Overview of Course; Generating Grounded Theory

Jan. 24, 26 Foundations of Student Development Theory
Reading for January 24 or 26:
   Chapters 1 and 2, pages 1-40 and Chapter 8: 136-152.

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

Jan 31, Feb 2 Psychosocial Identity Development - Part 1
Reading for January 31 or February 2:
   Evans text: Chapter 3: 47-63
   Outline of Erikson theory handed out in class
   Chapters 1-2, 1-82.

Feb. 7, 9 The Ecology of Human Development
Reading for February 7 or 9:
   Evans text: Chapter 9: 157-175


OPTIONAL READING:

Response paper #2 due (with Bronfenbrenner map attached)

Feb. 14, 16  Psychosocial Identity Development - Part II
Reading for February 14 or 16:
Evans text: Chapter 4: 64-81

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

Optional recommendation reading

Feb. 21, 23  Postmodern Identity
Reading for February 21 or 23:

Response paper #3 due

Feb. 28,  March 1  Racial Identity Development
Reading for February 28 or March 1:
Evans text: Chapters 14-16: 252-304

Optional reading:


**Take IDI (Intercultural Development Inventory) on line**

**March 6, 8**  
Boston College spring break. No class

**NASPA March 10-14 in Phoenix**

**March 13, 15**  
Intercultural Development
Reading for March 13 or 15:

Evans text: Chapters 17, 18: 305-344

Optional reading:


“This I Believe” essay due (1 hard copy to instructor with your name, anonymous 2nd copy electronically to Theresa Lungu lungu@bc.edu for posting on course website)

**Higher Education MA Comprehensive Examination: March 16-18**

**March 20, 22**  
Gender and Sexual Identity Development
Reading for March 20 or 22:

Evans text: Chapters 17, 18: 305-344

Optional reading:


**Draft interview protocol and informed consent due (Hard copy to instructor and email copy to group that is providing feedback)**

*ACPA March 24-28 in Louisville*

March 27, 29  **Cognitive Development—Part 1**
Reading for March 27 or 29:
Evans text: Chapter 5-7: 82-135


Perry Handouts
Optional Reading:

**Response paper #4 due**

Return feedback on protocol to classmates
Conduct student interview between March 27 and April 10

April 3, 5  **Easter Break No Class**

April 10, 12  **Cognitive Development—Self Authorship**
Reading for  April 10 or 12:

OPTIONAL READING:


Collected reflection papers and classmate/instructor reactions due

April 17  Adult Development
(Tues. class) Reading for April 17:
Evans text: Chapter 12: 212-226

OPTIONAL READING:


April 19  Faith Development Theories
(Thurs. class) Reading for April 19:
Evans text: Chapter 11: 194-211.


OPTIONAL READING:

Astin, A., The Spiritual Life of College Students: A National Study of Students’ Search for Meaning and Purpose (Full Report)
http://www.spirituality.ucla.edu/results/index.html, download and read:

April 24  Faith Development Theories  
(Tues. class)  Reading for April 19:
Evans text: Chapter 11: 194-211.

OPTIONAL READING:
Astin, A., The Spiritual Life of College Students: A National Study of Students’ Search for Meaning and Purpose (Full Report)  
http://www.spirituality.ucla.edu/results/index.html, download and read:

Case study and assessment/intervention plan due (Tuesday class)

April 26  Adult Development  
(Thurs. class)  Reading for April 26:
Evans text: Chapter 12: 212-226

OPTIONAL READING:

Case study and assessment/intervention plan due

May 1, 3  Intersection of Multiple Identities  
Reading for May 1 or May 3:
Abes, E.S., Jones, S.R., & McKewan, M.K. (2007). Reconceptualizing the Model of Multiple Dimensions of Identity: The role of meaning-


**OPTIONAL READING:**


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**May 8, 10**  
**Theory Summary, Critique and Distribution of Final Reading**

Reading for May 8 or 10:


**OPTIONAL READING:**


**Take-home exam due May 10 (Tuesday Class) or May 12 (Thursday class)**

**Assignments:**  

- Attendance and class participation (10%)  
- Readings as assigned  
- Five 2-3 page response papers on directed questions (30%)  
- Two 2-3 paragraph responses to classmates' papers (5%)  
- Collected papers and instructor/classmate reactions due April 10, 12  
- Group project: student interview-based case study and developmental assessment/intervention plan (30%)  
  - Interview protocol due March 20, 22  
  - Response to peers’ protocol due March 27, 29  
  - Interviews conducted between March 27 and April 10  
  - Case study and analysis due April 24, 26  
- Take-home final examination due May 10 or 12 (25%)

**PLEASE HAND IN HARD COPIES OF ASSIGNMENTS, NOT EMAILED (exceptions are draft protocol to classmates and anonymous extra copy of This I Believe essay to post on class 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.

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 (5th 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 either Kathy Duggan (kathleen.duggan@bc.edu), Associate Director, Academic Support Services, The Connors Family Learning Center (learning disabilities and ADHD) or Suzy Conway (suzy.conway.1@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.