

## **ED/PY 778 Spring 2012 THEORIES OF STUDENT DEVELOPMENT**

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Spring 2012 Office Hours  
Tuesday 1-3 p.m.  
Thursday 3:00-6:00 p.m.  
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 affairs and general higher education administration

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* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass Publishers.
- Chickering, A.W., & Reisser, L. (1993). *Education and identity* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.
- Gilman, R.C. (2000). *Spinning into butter*. New York: Faber & Faber.

All other readings available on class VISTA website: [www.cms.edu](http://www.cms.edu) and on-line through BC reserves at [www.bc.edu/reserves](http://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 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>

### 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:

Evans, N.J., Forney, D.S. & Guido, F.M., Patton, L.D., & Renn, K. (2010). *Student development in college: Theory, research, and practice*. (2<sup>nd</sup> ed.) San Francisco: Jossey-Bass. ("Evans text") Chapters 1 and 2, pages 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.

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. (SKIM THIS READING!)

**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

Chickering, A., & Reisser, L. (1993). A current theoretical context for student development. *Education and identity*. Preface xi-xviii; Chapters 1-2, 1-82.

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. 7, 9 The Ecology of Human Development

Reading for February 7 or 9:

Evans text: Chapter 9: 157-175

- 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.
- Renn, K.A., & Arnold, K.D. (2003). Reconceptualizing research on college student peer culture. *Journal of Higher Education*, 74(3), 261-291.
- Chickering, A., Reisser, L. (1993). A current theoretical context for student development. *Education and identity*. Chapters 3-5, 83-172.

OPTIONAL READING:

- Wachs, T.D. (1992). *The nature of nurture. (Individual differences and development series, vol. 3)* Ch. 4: The structure of the environment. pp. 39-59. Newbury Park, CA: Sage.

**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
- Chickering, A., & Reisser, L. (1993). A current theoretical context for student development. *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 recommendation reading

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

Feb. 21, 23 Postmodern Identity

Reading for February 21 or 23:

- 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.
- 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.

**Response paper #3 due**

Feb. 28, Racial Identity Development

March 1 Reading for February 28 or March 1:

- Evans text: Chapters 14-16: 252-304
- Gilman, R. (2000). *Spinning into butter*. New York: Faber & Faber.

Renn, K. A. (2000). Patterns of situational identity among biracial and multiracial college students. *The Review of Higher Education*, 23(4), 399-420.

Optional reading:

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.

**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

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

Bennett, M. J. (1993). Towards ethnorelativism: a developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-71). Yarmouth, ME: Intercultural Press.

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.

**“This I Believe” essay due (1 hard copy to instructor with your name, anonymous 2<sup>nd</sup> copy electronically to Theresa Lungu [lungu@bc.edu](mailto: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

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.

Optional reading:

- 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.
- Cass, V.C. (1984). Homosexual identity formation: Testing a theoretical model. *Journal of Sex Research*, 20 (2), 143-167.
- 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. Surrey (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.

**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

King, P.M. (2009). Principles of development and developmental change underlying theories of cognitive and moral development. *Journal of College Student Development*, 50(6), 597-620.

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

Optional Reading:

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.

**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:

Evans text: Chapter 10: 176-193.

Baxter Magolda, M. (2004). Evolution of a constructivist conceptualization of epistemological reflection. *Educational Psychologist*, 39(1), 31-42.

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.

OPTIONAL READING:

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*.

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.

Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. *Journal of College Student Development*, 44(6), 797-812.

**Collected reflection papers and classmate/instructor reactions due**

April 17 Adult Development

(Tues. class) Reading for April 17:

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.

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.

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.

April 19 Faith Development Theories

(Thurs. class) Reading for April 19:

Evans text: Chapter 11: 194-211.

Astin, A.W. (2004, Spring). *Why spirituality deserves a central place in liberal education*. *Liberal Education*, 90(2), 34-41.

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.

Boston College (2007). *The journey into adulthood: Understanding student formation*. Chestnut Hill: Boston College.

OPTIONAL READING:

Fowler, J. (1976). Stages of faith: The structured developmental approach. In T.C. Hennessey (Ed.), *Values and moral development*. New York: Paulist Press.

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.

Astin, A.W. (2004, Spring). *Why spirituality deserves a central place in liberal education*. *Liberal Education*, 90(2), 34-41.

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.

Boston College (2007). *The journey into adulthood: Understanding student formation*. Chestnut Hill: Boston College.

OPTIONAL READING:

Fowler, J. (1976). Stages of faith: The structured developmental approach. In T.C. Hennessey (Ed.), *Values and moral development*. New York: Paulist Press.

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

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.

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.

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.

**Case study and assessment/intervention plan due**

May 1, 3 Intersection of Multiple Identities

Reading for May 1 or May 3:

Evans text: Chapter 19: 349-358.

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.

OPTIONAL READING:

McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society*, 20, 1771-1800.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 244-246.

Wolf, N. (1984). Class: The psychic expense of an elitist campus. *MS Magazine*. 332.

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

Reading for May 8 or 10:

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 May 10 (Tuesday Class) or May 12 (Thursday class)**

Assignments:  
(% of grade)

- Attendance and class participation (10%)
- Readings as assigned
- Five 2-3 page response papers on directed questions (30%)  
Due: Jan. 24, 26  
Feb. 7, 9  
Feb. 21, 23  
March 13, 15 (This I Believe essay; 350-500 words)  
March 27, 29
- 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](http://www.bc.edu/bcinfo) as well as the BC/Prepared website at [www.bc.edu/prepare](http://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](mailto: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](mailto:suzy.conway.1@bc.edu)], Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.