

The College of William and Mary
Course Syllabus
EPPL Colloquium:
Advanced Student Development Theory
Spring 2007

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Course Description: This course builds on material learned about classical student development theories in ED 603, The College Student, or a similar course. Building upon these classical theories, this course focuses its content on contemporary and emerging theories of college student development from several families of student development theory including cognitive, spiritual, gender, racial identity, and student success. The emphasis is on theories relating to traditionally aged college students (18-23) with some application of theory to older students. Major emphasis in class format and assignments is on application, analysis, synthesis, and evaluation of current and emerging theories of college student development.

Course Purposes: This course serves as an advanced course for those interested in a career working with college students, particularly those working in student affairs. The major purpose of the course is to provide students with an in-depth review of contemporary student development theories, an opportunity to apply, analyze, synthesize, and evaluate current and emerging theories in a seminar format in preparation for significant roles of leadership in working with college students.

Texts:

Baxter Magolda, M. (1992). *Knowing and reasoning in college*. San Francisco: Jossey Bass.

Braxton, J., Hirschy, A., & McClendon, S. (2004). Understanding and reducing college student departure. ASHE-ERIC Higher Education Report 30 (3). San Francisco: Jossey Bass.

King, P.M. & Kitchener, K.S. (1994) Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults. San Francisco: Jossey Bass.

Parks, S. (2000). *Big questions, worthy dreams*. San Francisco: Jossey Bass.

Torres, V., Howard Hamilton, M., Cooper, D. (2003). *Identity development of diverse populations: Implications for teaching and administration in higher education*. ASHE-ERIC Higher Education Report: 29 (6). San Francisco: Jossey Bass.

Course Objectives

1. Students will *analyze* the elements, relationships, and organizational principles of a wide variety of contemporary theories of college student development.
2. Students will *synthesize* the available scholarship on emerging theories of college student development, and the research that tests those theories. In doing so, students will formulate new hypotheses based upon existing and emerging scholarship and will modify personal hypotheses in light of new factors and considerations.
3. Students will *evaluate* the current status of student development theory making quantitative and qualitative judgments about the extent to which course material and

the methods used to derive the content studied satisfy appropriate scholarly principles. Students will make judgments in terms of internal evidence and judgments in terms of external criteria. Students will compare relevant works with the highest known standards in the field, especially with other works of recognized excellence.

4. Students will *apply* their study of classical, contemporary, and emerging student development theory to best practices in working with college students. Students will effectively interpret the usefulness of theory, employ its use in analyzing complex student and organizational problems, and will demonstrate their ability to effectively integrate their knowledge of theory into practice with college students
5. Students will *reflect* upon their own development in relation to student development theory to facilitate self-knowledge and to enhance their ability to understand college students through course assignments and class discussion.

MAJOR ASSIGNMENTS

<u>% Weight</u>	<u>Assignment</u>
25	Paper Further Investigating a Theory or a Theoretical Construct
25	Paper Applying Theory to Students
25	Synthesis of Course Learnings
25	Class Participation

1. Paper Further Investigating a Theory or a Theoretical Construct

The goal for this assignment is for you to take significant steps along the path to becoming an expert in a selected theory or theory construct. Select a particular theory (e.g., D'Augelli, Helms, Gilligan, etc.) or a theoretical construct (e.g., racial identity, cognitive development, women's development, Asian student's development, etc.). Your investigation should address *both theory and research*. The *theory* part may include the development of theory or new models, the modification and/or critique of existing theory, the integration or synthesis of theories, etc. The *research* component should address the study of the theory or theoretical construct; this part should include a review of empirical and/or qualitative work and its methodologies and might incorporate either the collection of data or a proposal for a research investigation if for some reason no research is available. You should produce a comprehensive paper resulting from your investigation. Be sure to submit your idea to me before proceeding!

2. Applying Theory to Students Report

This assignment is intended to give you the experience of interviewing students about their growth, learning, and development and the impact of college on those processes. Through this assignment, you will develop skills in interviewing, data analysis, and theory construction.

Develop a list of questions for the purpose of interviewing two traditional aged undergraduate students. One student should be a first-year student and the other should be a junior or senior. You may also want to consider other characteristics (members of a student subgroup such as a self-identified member of a racial or ethnic group, a GLBT student, a first-generation student) as you select your respondents. Your selection of questions should be based on the developmental theories and concepts in class and, if appropriate, on specific literature related to this student sub-population in question.

Submit your questions to the human subjects committee for approval no later than February 13, I highly recommend you do so sooner!

Once approved, interview each student at least twice about their collegiate experiences. Interviews should ideally be at least one month apart. Either tape record (highly recommended) the interview or keep very detailed notes on their comments. Verbatim comments will be especially useful for your written report. Think about these students' comments in terms of your readings about college students. Consider ways in which some of the theories we discuss this semester fit or do not fit with the students' experiences.

Report the results of your interviews in a written paper. Discuss ways in which the students interviewed reflect and/or differ from some of the theories of student development discussed in this class that you pre-select for your project. Your paper should combine description (i.e. telling the stories of students you interviewed), analysis (using the profession's knowledge base to interpret and give meaning to the student's collegiate experiences), and construction (i.e. developing insights and perspectives that capture the developmental stories of the students you interviewed).

As you write your paper, be sure that the stories of the students you interview are told in a clear and careful manner. Major themes should be supported with illustrative examples – direct quotes should be used to give the reader a sense of the participant's voice. Sufficient interview data should be supplied so that the reader will be able to understand the subsequent analysis and construction.

New informal theories may be developed to explain aspects of the collegiate experiences of the students you interviewed that are not captured by the existing knowledge base. Rather than forcing students' stories to fit what we already know about students, how do their unique stories force us to reconsider the existing knowledge base? Be sure to develop a reasonable and complete informal theory and to critique existing theories. Submit the questions you asked students as an appendix.

3. Synthesis of Course Learnings.

By the end of the semester you should submit a paper addressing the following. I also welcome any individual proposals for alternatives to this paper, which you believe would accomplish a synthesis of course learnings that would match your learning style and be of comparable intellectual rigor to this assignment. Such proposals for alternate assignments must be submitted and approved prior to spring break. For this synthesis you should do the following:

1. State your major learnings regarding the development of college students during this semester; in other words, what our intellectual journey this semester means for you, in a cumulative sense of your understanding of the development of college students. What did you learn this semester that really stands out?
2. How you will apply these learnings to your professional work? How will you now behave or think differently about student development than before you took this class?
3. What are your next steps, in a sense your future learning contract with yourself? What unanswered questions or puzzles are there for you regarding the complexities of the development of college students as well as the development of yourself as a person and as professional working with college students?

4. Class Participation

As an advanced graduate seminar, your active participation in our joint intellectual journey is critical. The following are examples of factors considered when evaluating participation: Comments that show that you take the course objectives seriously (analyze, synthesize, evaluate, apply, reflect), contributing interesting and insightful comments, presenting good examples of concepts being discussed, building on the comments of others, raising good questions, being sensitive to the emotional impact of your statements, listening and responding appropriately to others' comments, attending all class meetings, being on time.

An "A" participation grade will be assigned to students who consistently add perspectives to class discussion that are well reasoned and reflect not only an understanding of course readings but an ability to analyze, synthesize, evaluate, apply and reflect on the material with a high degree of intellect, scrutiny, and depth of analysis. "B" participation grades will be assigned to those who demonstrate that they have a working understanding of the issues under discussion and who make useful comments in class discussion. "B" participation grades may also be assigned to those who otherwise meet "A" criteria but have repeated unexcused absences or repeated tardiness. "C" or lower participation grades will be assigned to those who either do not participate in class, are consistently late to class, or who are otherwise combative, dysfunctional, or who consistently make comments irrelevant to the course topics. "C" or lower participation grades will also be assigned in the event that in the professional judgment of the instructor they have been earned. Note that pluses and minuses will be used to make distinctions between grades.

Grade Criteria

The grading system for this course follows the guidelines in the William and Mary School of Education Graduate Programs Catalog, and as described below:

The Faculty of the School of Education uses the following grading system including plus and minus designations as appropriate to evaluate student performance in graduate courses:

A = Performance considerably above the level expected for a student in a given program.

B = Performance equal to expectation for acceptable performance at the student's level of study.

C = Performance below expectation but of sufficient quality to justify degree credit.

F = Unacceptable level of performance for any purpose.

At the end of the semester, if a student earns a grade that is .05 or less away from the next highest grade (i.e. 3.45) I will round the grade up if I believe the student's performance is most closely matched by the higher grade. I will keep the grade where it is if I believe the current grade best matches the student's performance.

The following list of criteria will also be considered when grading assignments

- (1) the extent to which performance follows the directions of the assignment
- (2) the extent to which writing follows APA format and is free from grammatical errors, typos, etc.
- (3) the extent to which performance reflects familiarity and thoughtful consideration of assigned readings
- (4) the extent to which performance grounds opinions in substantive scholarship

- (5) the extent to which performance reflects active struggling with matters of perspective, values, and evidence in one's own thinking and scholarship, and a willingness to change one's mind based on new inputs
- (6) the extent to which performance reflects respectful, constructive questioning of perspectives, values, and evidence in others' thinking and scholarship, clarity of expression, and persuasiveness of arguments

Academic Accommodations

Consistent with the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, if you believe that you have a disability and need special accommodations of any nature whatsoever, I will work with you and the College's Office of Disabilities Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise me of such a disability and the desired accommodations with the first two weeks of class or at the earliest possible time.

Please let me know at your earliest convenience if you encounter any barriers to your full participation and enjoyment of this class, particularly any problems due to a disability or a religious holiday.

CLASS SESSIONS

This course will be taught in a loosely structured, highly interactive seminar format. I expect that your class participation will be regular, substantive and thoughtful. We will take a 10 minute break during the middle of class.

1. **Readings** Complete all assigned readings *before* the scheduled class sessions. Your responsibility to other students is to be prepared and able to engage fully in our discussions.
2. **Attendance and Participation.** As a graduate level class, I view our work together in the context of our being colleagues. Your attendance is very important to the functioning of the entire class -- to your learning and to that of your peers. Because our class meets once weekly, attendance every week is essential. Repeated absences will reflect in participation on your final grade. Please leave me a voice or email message before class if you must miss it.
3. **Class Standards, Policies, and Honor Code.** Given that this is a graduate level class, I expect the highest personal and professional standards from you which reflect the objectives of our graduate program and our professional ethics in higher education. Please turn off cell phones, pagers, and other distracting devices prior to entering the classroom. Be sure to become familiar with and follow all rules and regulations of the College and the School of Education, particularly those relating to the Honor Code and Academic Integrity. We will function within a community of trust where you will be treated as an honest professional. The work you submit should be your own. Be sure to cite all sources within papers and at the end of papers, except where otherwise noted. Papers that have only references at the end but no citations within, which do not use quotation marks or indentation when word-for-word passages are used, which include other's material that the paper author does not cite appropriately are considered plagiarized and will be treated as such. Other actions may also constitute plagiarism and other actions may violate the honor code. Be sure to see the student handbook if you have any questions. In the highly unlikely event of any breach of the Honor Code by a member of the class, it is highly likely that I will refer the case to the School of Education Honor Council. In addition, it is highly likely that I will assign the student a "0" for the assignment and/or an "F" in the class.

4. **Requirements.** Your written papers should be typed and must be prepared in **APA-style**, that is, according to the style manual (5th edition, 2001) of the American Psychological Association. More than 3 APA errors on a paper will lead to a ½ letter grade deduction.

A note on extensions: Life is difficult and unpredictable at times – that is surely understood! When unforeseen emergencies occur – a death in the family, a sick child in the hospital, an illness that substantially impairs your functioning, etc, I will work with you to grant a reasonable extension whenever possible and am happy to help you by relieving any pressures I can. When emergencies occur, please request an extension BEFORE the due date (e-mail or call me before class so I know) and propose when you will turn in the assignment. Learn to handle some parts of your assignment early: do not wait until the last minute to print your papers, make appointments early, etc. Leave yourself wiggle room! Extensions may involve grade reductions particularly when more responsible planning was possible. Overall, I am more concerned about *patterns* of doing untimely work and not one-time requests. Patterns may indicate behaviors that will cause professional work problems and dilemmas. Let's talk soon if you find patterns developing and need help with ways to get your class work done in the face of so many competing pressures. Patterns will be reflected on final grade in fairness to others who have done timely work, often at great sacrifice.

Session by Session Outline

Session 1, January 30, Getting Started

Introductions, Decide on a Plan for the Semester, Edit Syllabus if Desired

No readings assigned.

Session 2, February 6, Cognitive Development

Love & Guthrie, “Understanding and applying cognitive development theory”

Session 3, February 13, Cognitive Development

Last day to submit proposal to human subjects committee for interview assignment.

Baxter-Magolda, “Knowing and Reasoning in College” Part 1

Session 4, February 20, Cognitive Development

Baxter-Magolda, “Knowing and Reasoning in College” Part 2

Pizzolato, “Developing Self-Authorship: Exploring the Experiences of High-Risk College Students”

Session 5, February 27, Cognitive Development

King & Kitchener, Developing Reflective Judgment

Session 6, March 6, Gender Identity Development

Lucas & Burekel, “Counseling needs of students who seek help at a university counseling center: A closer look at gender and multicultural issues”

Sax, Bryant, & Harper, "The differential effects of student-faculty interaction on college outcomes for women and men"

Creamer & Laughlin, "Self-Authorship and Women's Career Decision Making"

Jones, "Voices of Identity and Difference: A Qualitative Exploration of the Multiple Dimensions of Identity Development in Women College Students"

Davis, "Voices of Gender Role Conflict: The Social Construction of College Men's Identity"

Moran, "Nourishing and Thwarting Effects of Contextual Influences Upon Multiple Dimensions of Identity: Does Gender Matter?"

Scott & Robinson, "White Male Identity Development: The Key Model"

Foubert, Nixon, Sisson, & Barnes, "A longitudinal study of Chickering and Reisser's vectors: Exploring gender differences and implications for refining the theory"

March 12-16 Spring Break: Do a Dance of Joy or Something of Comparable Value to You

Session 7, March 20, Racial and Ethnic Identity Development

Torres, Howard-Hamilton, & Cooper, "Identity Development of Diverse Populations"

Session 8, March 27, Racial and Ethnic Identity Development

Miville, Darlington, Withlock, & Mulligan, "Integrating identities: The relationships of racial, gender, and ego identities among white college students"

Green & Kim, "Experiences of Korean female doctoral students in academe: Raising voice against gender and racial stereotypes"

Torres, "A mixed method study testing data-model fit of a retention model for Latino/a students at urban universities"

Johnson & Arbona, "The relation of ethnic identity, racial identity, and race-related stress among African American college students"

Session 9, April 3, Discussion of your Further Investigation of Theory/Theoretical Construct Papers

Theory Critique Paper Due.

Bring handout to class and report to your classmates on your findings.

Session 10, April 10, Spiritual Development

Jablonski, "The implications of student spirituality for student affairs practice"

Session 11: April 17, Spiritual Development

Parks, "The Critical Years"

Session 12, April 24, Spiritual Development

Chae, Kelly, Brown & Bolden, "The relationship of ethnic identity and spiritual development: An exploratory study"

Winterowd, Harris, Thomason, Worth, Carlozzi, "The relationship of spiritual beliefs and involvement with the experience of anger and stress in college students"

Shahjahan, "Spirituality in the academy"

Bryant & Astin, "Correlates of the Spiritual Struggle During the College Years"

Love, "Comparing Spiritual Development and Cognitive Development"

Bryant, Choi, & Yasuno, "Understanding the Religious and Spiritual Dimensions of Students' Lives in the First Year of College"

Session 13: May 1, Student Success Theory

Braxton, "Understanding and Reducing College Student Departure"

Session 14: May 8, Discussion of Applying Theory to Students Reports

Applying Theory to Students Reports Due 4:30 p.m. Send electronic copy to jdfoub@wm.edu and bring hard copy to class.

Session 15: May 15, The END!

Synthesis Papers Due, 4:30 p.m. Send electronic copy to jdfoub@wm.edu and turn in a hard copy.