LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 433 (002): Student Development in Higher Education
Spring 2016

Thursday, 4:15–6:45 pm
Water Tower Campus, Corboy Law Center, Room 205

Instructor Information
Bridget Turner Kelly Associate Professor, Higher Education
Lewis Towers, Room 1154 312.915.6855 (office)
BKelly4@luc.edu Office Hours Available by Appointment

Course Description
This course is a survey of major theories and research on student development in higher education. The relevance and use of student development theories in the work of student development professionals, faculty, and other higher education constituents will be explored.

Purpose of Course
The purpose of this course is twofold, first to help you form a theoretical understanding of the college student population and second to provide you with an opportunity to apply that understanding to your own lives and practice.

Course Learning Outcomes
- Identify and summarize key developmental issues facing college students
- Interpret and evaluate key constructs related to selected student development theories
- Critically reflect on your knowledge of student development to enhance future performance in higher education settings
- Articulate and promote ideals of equity and social justice in higher education and beyond
- Apply student development theories to practical situations in higher education by using theories to assess problems and designing interventions to solve them.

Required Reading

ELPS 433 Course Readings (On Sakai and listed at the end of syllabus)

Additional Resources
APA & Grammar Primer (Sakai)
6th Edition Guide Assistance (Sakai)
Assessments (LiveText)
Course Requirements
Attend class regularly and participate actively in face-to-face and online class. Focus on making quality contributions, rather than quantity of participation. Absence from class does not excuse responsibility for material covered in class, or assignments due.

Come to class each week having read and reflected on the readings assigned for that date. In a seminar like this, it is imperative that you keep up with the readings and are prepared to offer your unique insight. Please bring readings and/or notes on readings to face-to-face class and post/share them in online class. I will evaluate you based on the participation/reading rubric on Sakai. Consider your reactions to the authors’ ideas and prepare to share learning from your papers, as well as your thoughts, with others.

PREPARE FOR EACH CLASS BY HAVING ANSWERS TO THESE QUESTIONS BASED ON THE READINGS:

1) Does the author reveal personal biases? If so, what are they?
2) What is of value to you in the reading? How so?
3) Do you agree or not agree with the reading? Why?
4) Which of your own experiences seem to affirm or refute concepts in the readings?

Reflection on Song that Signifies Vector: You will be assigned a particular vector from Chickering and Reisser’s Identity Development theory in class and write a two page reflection on your song’s significance to that vector. I will evaluate you based on the rubric on Sakai. You will submit reflection to Assignments on Sakai, and be asked to submit a link to the song (lyrics and/or video) ONLY to Sakai Forum. Due January 28.

Theory to Practice Presentation: On February 18, 25, March 17 and April 7 students will make presentations applying student development theories to common issues faced by college students. Students may select from among the following topics (or others as approved by me):

1. Roommate Conflict 6. GLBTQ development or intolerance
2. Career/Major Indecision 7. Academic dishonesty (cheating)
3. Managing Relationships 8. Sexual Harassment/Assault
5. Social isolation/Withdrawal 10. Drug Use

In groups of 3-4 groups will identify a relevant issue in higher education related to a particular department or unit in student development and present your analysis in a 15-20 minute oral or video presentation on Voice Thread or Forum on Sakai. You should use recent journal articles applying the theory and adhere to the following criteria:

Part I: The problem
1. Identify a relevant issue in higher education
2. Provide an overview of the issue and discuss its relevance to higher education. You may also note the institutional setting and the unit(s) affected by the problem.
3. Discuss the theory(s) you selected to analyze and provide an analysis of the issue. Discuss how the theory(s) informed your understanding of the problem. You may also discuss how the theory(s) fell short of helping you understand the problem. Last, state benefits and critical media literacy analysis of theory.

Part II: The Intervention
1. Develop a creative and innovative intervention to address the issue. The intervention may focus on individuals, student groups, classroom environments, policy changes, or other aspects of student life.
2. The intervention should be grounded in your theoretical analysis of the issue. (e.g. use theory to create intervention)

Part III: Presentation
1. Provide an overview of the problem/issue. Creativity is strongly encouraged (e.g., role play, case study, video clips).
2. Discuss the developmental characteristics of the targeted audience.
3. Explain your theoretical analysis (including the context and developmental implications) in an organized and concise way.
4. Provide an overview of your intervention. Be sure to discuss the goals, rationale, and plan for evaluating the effectiveness of the intervention.

Groups will be formed by ranking date and topic interests. I will evaluate your presentation on the criteria listed above using the rubric on Sakai.

Critique Papers: You are required to write two (2) critique papers. Select two of the four options. The critique paper should be eight pages maximum (not including cover page or references), and follow guidelines in rubric. It is expected you will use at least one primary source (i.e. something written by theorist) and recent journal articles using the theory to complete the critique paper. Submit critique papers in Sakai by the due date indicated in the course outline. I will assess the papers based on rubric on Sakai.

Critique Paper: Baxter Magolda
Baxter Magolda’s epistemological model focuses on the cognitive development of men and women college students. When explaining Baxter Magolda’s model include what factors are important to development, how development occurs, and what environmental conditions facilitate development. Then, using Baxter Magolda’s theory, interview 3 undergraduate students about their preferred or favorite ways of learning (be sure to collect the necessary demographic information needed for a thorough analysis—gender, ethnicity, race, socioeconomic class, ability, among others). Discuss how Baxter Magolda’s theory informed your understanding about the ways of knowing and approaches to reasoning expressed by the students. How could you use this theory in the specific area in which you would like to practice student development? Finally, offer both benefits and critical media literacy analysis of the theory. Due February 11.
Critique Paper: Faith or Spiritual Identity
Detail what factors are important to development, how development occurs, and what environmental conditions facilitate faith development according to Fowler or Parks. Drawing on Fowler or Parks, reflect on your own faith/spiritual development. Using the stages or forms of knowing as a guide, describe and analyze how you developed your faith/spirituality. Did your journey follow Fowler’s stage process or Park’s forms of knowing, how or how not? Discuss how one of the theories informs your understanding of faith/spiritual development. What implications does faith/spiritual identity and development have for student development professionals? Give specific examples of how you could use this theory in the specific area in which you would like to practice student development. Finally, offer benefits and critical media literacy analysis of the theory. Due March 3.

Critique Paper: Racial, Mixed-Race or Ethnic Identity
Detail what factors are important to development, how development occurs, and what environmental conditions facilitate racial, mixed-race or ethnic identity development according to one of the theorists assigned. Discuss how your process of racial, mixed-race or ethnic identity development was influenced by biological, psychological, and social factors. Based on the theory how have you come to understand and explain your racial, mixed-race or ethnic identity development? As you reflect on your racial, mixed-race or ethnic identity using the theory, discuss moments in your life that defined your identity (provide specific and reflective examples). How will your racial, mixed-race or ethnic identity development impact your work with students of similar or different races or ethnicities? What recommendations would you offer professionals using the theory in the specific area in which you would like to practice student development? Finally, offer both benefits and critical media literacy analysis of the theory. Due March 31.

Critique Paper: Bem
Describe what factors are important to development, how development occurs, and what environmental conditions facilitate development according to Bem. Then, interview 3 undergraduate students about their views on gender (be sure to collect the necessary demographic information needed for a thorough analysis—faith, ethnicity, race, socioeconomic class, sex, ability, among others). Ask them to pick items from Bem’s masculine, feminine, and neutral scale to describe themselves. Analyze the data and discuss how Bem’s theory informed your understanding of how these students view gender. How could you use this theory in the specific area in which you would like to practice student development? Finally, share benefits and critical media literacy analysis of the theory and state what educators need to know before implementing interventions based on this theory. Due April 21.

Poster Presentation: This assignment asks you to delve deeply into one of the theories that you would like to know more about and create an electronic poster that demonstrates:
- History of the theory
- Brief overview of theory
- How theory is measured
- Benefits and limitations of theory
Major findings or outcomes when theory is applied (recent journal articles using theory)
- Significance to area of Student Development
- Future implications for practice in your work in higher education
- Future areas of research (expansion or application to specific population)
- Critical media literacy and positionality
- Concluding thoughts and opinions of theory

Each theory can only be represented by one person, so confirm with me prior to beginning this assignment. Students must select from among the following:

1. Marcia’s Ego Identity Statuses
2. Chickering & Reisser’s ID
3. Perry’s Intellectual and Ethical Development
4. Baxter Magolda’s Epistemological Model
5. Belenky et al.’s Women’s Ways of Knowing
6. King & Kitchener’s Reflective Judgment
7. Kohlberg’s Moral Development
8. Gilligan’s Women’s Moral Development
9. Baxter Magolda’s Self-Authorship
10. Fassinger’s Gay and Lesbian ID
11. Fowler’s Faith Development
12. Cross’s Nigrescence Model
13. Helm’s White ID
14. Ferdman & Gallego’s Latino ID
15. Kim’s Asian American ID
16. Renn’s Mixed-Race ID
17. Phinney’s Ethnic ID
18. Cass’s Sexual Orientation ID
19. Worthington et al.’s Heterosexual ID
20. Bem’s Gender Schema
21. Parks’ Faith Development

You will present posters in Voice Thread or Sakai Forum on April 14. I will assess your posters based on the rubric on Sakai.

Critical Movie Review: There are many movies about college students, but you are going to assess one for its ability to illustrate college student development. This assignment requires you choose a movie from the selected list (or one you have approved by me) and identify developmental characteristics of at least 2 and no more than 3 main student characters as they journey throughout the movie.

Selected Movies:
- Blue Like Jazz (2012)
- From Nada to Prada (2011)
- Drumline (2002)
- School Daze (1988)
- Good Will Hunting (1998)
- The Skulls (2000)
- Legally Blonde (2001)
- St. Elmo’s Fire (1985)
- 21 (2008)
- Paper Chase (2003)
- With Honors (1999)
- Rudy (1993)
- The Great Debaters
- Stomp the Yard (2007)
- Wonder Boys (2000)
- Love & Basketball (2000)
- Pitch Perfect (2012)
- Dear White People (2014)

Based on the identified developmental characteristics of 2-3 of the student main characters, identify two theories we have covered in class that would assist educators in working with these characters. Provide specific definitions and examples of practical
application of each theory for these main characters. Use time stamp from movie to document specific points in the movie and direct quotes from characters. Your critical movie review (12 pages maximum, not including cover page or references) is due on **April 28**. I will evaluate the review based on the Critical Movie Review rubric on Sakai. No more than three students will be able to do any one movie so email me your preferences as early as you can.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation &amp; Reading</td>
<td>20</td>
</tr>
<tr>
<td>Reflection on Vector/Song</td>
<td>5</td>
</tr>
<tr>
<td>Critical Movie Review</td>
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<tr>
<td>Critique Papers</td>
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<td>Poster Presentation</td>
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<tr>
<td>Theory to Practice Presentation</td>
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**TOTAL POINTS AVAILABLE TO EARN IN CLASS** 100

Final grades will be determined by totaling the points received on each of the assignments above (100-94= A, 93-90 =A-, 89-86=B+, 85-83=B, 82-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-65=D+, 64-61=D, 60-58=D-, 57>=F). A quality written work is well-organized, with an introduction, sub-headings, transitions, development of ideas, a conclusion, APA style, 12 point font, correct spelling, and grammar. Assignments are due by 11:55pm on the day specified in the course outline. Please see me if for some reason you are unable to meet a deadline. If you contact me ahead of the deadline we may be able to schedule an extension for no more than one week. If not, late papers may not be accepted and/or subject to at least a grade letter reduction. For your own protection, please retain all returned and graded work.

**IDEA Objectives for this Course:**

- Gaining factual knowledge (terminology, classifications, methods, trends)
  - **IMPORTANT**
  - Learning fundamental principles, generalizations, or theories **ESSENTIAL**
  - Learning to apply course material (to improve thinking, problem solving, and decisions) **IMPORTANT**
  - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **MINOR**
  - Acquiring skills in working with others as a member of a team **MINOR**
  - Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) **MINOR**
  - Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) **MINOR**
  - Developing skill in expressing oneself orally or in writing **IMPORTANT**
  - Learning how to find and use resources for answering questions or solving problems **MINOR**
  - Developing a clearer understanding of, and commitment to, personal values **MINOR**
  - Learning to analyze and critically evaluate ideas, arguments, and points of view **ESSENTIAL**
MINOR

IDEA Course Evaluation
This is a link to the IDEA Campus Labs website: http://luc.edu/idea/. Please use the Student IDEA Log In to complete your course evaluation at the end of the course.

Conceptual Framework
Professionalism in Service of Social Justice
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Professionalism in Service of Social Justice.” This framework that is found here: www.luc.edu/education/mission/ is consistent with the design and content of this course. The course will challenge you to thoughtfully consider student developmental issues educators face in their work with students.

Professional Dispositions
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class I will ask that you assess yourself mid-way through the semester and submit the rubric found on Sakai. I will provide feedback to you at that time and then submit your rating on Livetext at the end of the semester.

Diversity
This course addresses the myriad of ways in which diversity influences and impacts student development. Particular attention is paid to the rich variety of backgrounds and characteristics of students, work environments, and the manner in which educators can develop their own critical lens.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/. This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

Cell Phones/On Call
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room without disrupting class. Communicating with others not in our classroom (texting, emailing, instant messaging, among other modes) is not allowed during class. If you are on call as part of professional responsibilities, please advise me at the start of the class session.

Email/Sakai
Email will be used as the primary mode of correspondence for this course. I will respond to/b e available for email communication between Monday and Friday and get back to you within 48 hours. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used as a
source to update the class about course material, to have our online class dialogues and for you to submit all work.

**APA Style/Writing**

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format and use proper grammar. Guidelines for this are posted on the Sakai site. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you have significant concerns regarding your writing ability please consult the University Writing Center ([http://www.luc.edu/tutoring/Writing_Center.shtml](http://www.luc.edu/tutoring/Writing_Center.shtml)) for assistance.

“We are not what we know, but what we are willing to learn”
Mary Catherine Bateson

**Course Outline**

January 21: **Introduction To The Course—The Who, What, How, and Why We Are Studying Student Development Theory, Research and Practice**

**DUE: Read Evans et al. pp.1-40**

- Read Article on Sakai: *Kelly & Gayles (2015)*

January 28: **Marcia and Chickering & Reisser—Psychosocial Identity Development (ONLINE-Sakai Forum)**

**DUE: Read Evans et al. pp. 41-46 & pp. 52-54; 59-81**

- Read Articles on Sakai: *Chickering & Reisser (1993); Kodama, McEwen, Liang & Lee (2001), Kroger (2000); Marcia (2002)*
- Reflection on a song you believe represents your assigned vector due in Assignments on Sakai
- Participate in Online Sakai Forum Dialogue

February 4: **Perry and Baxter Magolda—Intellectual and Epistemological Development (ONLINE)**

**DUE: Read Evans et al. Chapter 5 and pp. 124-130**
• Read Articles on Sakai: Perry (1981); Baxter Magolda (2004); Bock (1999); Love & Guthrie (1999c)
• Participate in Online Sakai Forum Dialogue

February 11: Kohlberg and Gilligan—Moral Development (Face-to-Face Class)

DUE: Read Evans et al. Chapters 6

• Read Articles on Sakai: Moreland & Leach (2001); Gilligan (1987); Colby & Damen (1994)
• Critique Paper on Baxter Magolda due on Sakai

February 18: Belenky et al. and King & Kitchener—Cognitive Structural Theories (ONLINE)

DUE: Read Evans et al. pp. 119-124 and pp. 130-135

• Read Articles on Sakai: Clinchy (2002); King & Kitchener (2004); Love & Guthrie (1999b)
• Participate in Online Sakai Forum Dialogue
• Theory to Practice Presentations on Psychosocial, Moral, Intellectual, Epistemological or Cognitive Structural Theories

February 25: Baxter Magolda, Fowler and Parks—Integrative Theories (ONLINE)

DUE: Read Evans et al. pp. 153-156; Chapters 10 and 11

• Read Articles on Sakai: Baxter Magolda (2008); Streib (2003); Love (2002)
• Participate in Online Sakai Forum Dialogue
• Theory to Practice Presentations on Psychosocial, Moral, Intellectual, Epistemological, Cognitive Structural or Integrative Theories
March 3:  Racial Identity Development Theories (Face-to-Face Class)

**DUE: Read Evans et al. Chapter 14**  
- Read Articles on Sakai: Helms & Cook (1999); Pope (2000); Tatum (1994); Evans et al. (1998)
- Mid-semester disposition rubric due on Sakai by March 2
- Critique Paper on Fowler or Parks due on Sakai

**SPRING BREAK March 7-12 Have a Terrific Time Away 😊**

March 17:  Phinney and Renn—Ethnic and Mixed-Race Theories (ONLINE)

**DUE: Read Evans et al. Chapters 15 & 16**  
- Read Articles on Sakai: Torres (2004); Patton et al. (2007); Pope et al. (2005)
- Participate in Online Sakai Forum Dialogue
- Theory to Practice Presentations on any above theories, including race, ethnicity and mixed-race.

March 24:  EASTER BREAK- NO CLASS- ENJOY YOUR BREAK 😊

March 31:  Cass and Worthington et al.—Sexual Identity Formation (FACE-TO-FACE CLASS)

**DUE: Read Evans et al. Chapter 17**  
- Read Articles on Sakai: Bilodeau & Renn (2005); Worthington & Mohr (2002); Morgan et al. (2010)
- Critique Paper on Racial, Ethnic, or Mixed-Race ID due on Sakai
April 7:  
**Bem’s Gender Schema (ONLINE)**

**DUE: Read Evans et al. Chapter 18**

- Read Articles on Sakai: **Lorber (2000); Davis (2002); Kelly & Torres (2006); Stebleton et al. (2011); Pierce & Wooloff (2012)**
- Participate in Online Sakai Forum Dialogue
- Theory to Practice Presentations

April 14:  
**Poster Presentations (ONLINE)**

**DUE:**

- Read Articles on Sakai: **Carter & McClellan (2000); Foubert et al. (2005); Love & Guthrie (1999a); Kelly & Porter (2014); Dunn & Forney (2004)**
- Present posters on Voice Thread of Sakai Forum
- Participate in Online Sakai Forum or Voice Thread Dialogue

*Extra Credit Opportunity: Earn up to 3 points for attendance & two-page paper on how at least two presentations connected to specific student development theories covered this semester. Submit paper on Sakai by April 28.*

- **School of Education "Community of Scholars" Research Symposium**
- **When:** Saturday, April 16
- **Time:** 12:30 PM - 5:00 PM
- **Where:** Lake Shore Campus
- **Information at** [http://www.luc.edu/education/symposium-research.shtml](http://www.luc.edu/education/symposium-research.shtml)

April 21:  
**Theories in Practice (FACE-TO-FACE CLASS)**

**DUE: Read Evans et al. Chapters 19, 20**

- Read Articles on Sakai: **Coomes (1994); Upcraft (1994); Accapadi (2012); Tisdell (2008)**
- Critique Paper on Bem due on Sakai
- Complete Course Evaluations online in class
April 28: Critical Movie Review (ONLINE)

- Critical Movie Review due on Sakai
- Participate in Online Sakai Forum Dialogue

HAVE A GREAT SUMMER! 😊

Required Course Readings


