HED 6503 - *Student Development Theories/Ethics and Inquiry*

Professor: Dr. Eric E. Pratt

Class Information: Student Development Theories/Ethics and Inquiry
3 Credit Hours (On-Line)

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Textbooks: Stage, Frances K. & Michael Dannells. *Linking Theory to Practice – Case Studies for Working with College Students.*

Evans, Nancy J., Deanna S. Forney & Florence Guido-DiBrito. *Student Development in College: Theory, Research and Practice.*

(Recommended)
Oblinger, Diana G. and James L. Oblinger, Editors. *Educating the Net Gen.* Available electronically at
www.educause.edu/educatingthenetgen/

Course Description
The purpose of this course is to explore and understand the nature, culture, and development of college students. To that end, the course will examine a range of human development theories that offer insight into the processes of student learning, growth, and development during the college years. Special focus will be directed toward understanding the implications of these models for the policies and practices of higher education administration. In addition, the course will examine the cultural environment of the student from historical and contemporary perspectives.

Prerequisites and Rationale
Graduate standing is required to enroll in *Student Development Theories/Ethics and Inquiry*. This course is a core requirement for students pursuing the Master of Science in Higher Education Administration Degree. HED 6503 is a practical attempt to provide students preparing for careers in Higher Education with the tools and insights to understand the dynamics of student development and the impact of those developmental and cultural factors in leading students and managing those that work on the college campus.

As a core course in your graduate education, *Student Development Theories/Ethics and Inquiry* is intended to significantly contribute to the University's mission by advancing your knowledge of student development theory and skills and applying it to professional practice in a way that promotes personal development and serves students and society:

"the University environment promotes the spiritual, social, emotional, and physical development of its students and encourages them to utilize their skills, talents, and abilities as they pursue meaningful careers, life-long learning, and service to God and others."

Philosophy and Format
This course introduces theories for understanding the social identity, intellectual, and moral development of college students. The theories covered in this course were selected because they have been especially helpful to college educators—including both academic and student affairs professionals—in their daily work with students and in their planning of student learning experiences. The reflection questions, assignments, and other activities have been arranged to prompt discussion and provide insights into Higher Education Administration as a career choice. The purpose of exposing students to this information is to help them fill their "tool boxes" with the necessary tools, resources, and experiences for them to become effective administrators.

As you think about a career in Higher Education Administration let me share with you some insights that if you will grasp now, it will make this class a more enriching and beneficial experience. Leadership is the difference between success and failure; it is the difference between creative vitality and mediocre maintenance. Think for a moment of the persons you know who are most effective. Who are they? What have they accomplished? How do they do it? Now think of the persons you know who have been least effective, persons who failed to accomplish their mission, who alienated many of their followers in the process. What one thing was always present among the persons who are effective? And what one thing seemed to be absent among the persons who are least effective in carrying out their assigned task? The answer will probably not surprise you. It is leadership.

The University has recognized the need to invest in developing leaders for administrative positions through this degree program. Course participants will examine theories and principles and each person will be challenged to change their perspective and behavior to become more effective leaders. Relational and values-based leadership has been written and talked about for decades, with great authors defining it in different ways and calling it different things. The simple truth is that leadership and life are about people and relationships. Consequently, the recognition for more effective leadership is emerging on grand scale in many parts of the world. The evidence of this is that many of the most admired and successful organizations are currently examining, establishing, and articulating the leadership principles they use.

Are you ready? *You will not become a better leader or administrator by taking this course!* Please understand that nobody ever became a better leader by reading a book, listening to a CD, watching a training video, or attending a class, conference or seminar. You can certainly learn by doing those things, but you will never become a better leader or administrator by simply doing those things.

Becoming a skilled leader or an effective administrator is analogous to becoming a skilled doctor, chef, lawyer, pianist, or golfer. You may gain information and insight into a subject by reading a book or sitting in a class, but application and practice is the key. No one ever learned to swim by reading a book.

Developing the skills of effective leadership is difficult work and comes with a price. Becoming a leader requires a great deal of motivation, feedback and extended practice, as does any worthwhile discipline. Becoming a better leader is not something that is grasped intellectually, like learning algebra or how to read a balance sheet. We become leaders by applying our learning, knowledge, feedback, and experience to our everyday lives.

To become a better leader, one must be willing and motivated to change and grow. To develop leadership skills, one must be motivated to seek out and receive sometimes painful feedback from others so one can see oneself more clearly. "Most people never change until the pain of staying the same is greater than the pain of changing." To become a more skillful leader, one must be willing to go down deep to explore old scripts, habits, and behaviors that need to be identified and changed. To become a more effective leader, one must be motivated to break old habits and begin learning new ones. There are few things more difficult in life than deep-seated habits or biases, which is why few benefit from simply taking a class or workshop.

In this course we will do much more than gather information about leadership, student development, and ethical principles, we will explore through images, conversations, interviews, assignments, reports, critiques, and various readings what we need to understand and do to become more effective administrators. In the class sessions we spend together we will create a tapestry for self-leadership that will help us build a platform or foundation for an effective career in higher education.

Some sociologists describe this generation (Those born between 1981 – 1999) as EPIC: Experiential, Participatory, Image-Driven and Connected. If that's true, I believe we'll get the most out of resources that give us an image, an experience, and a way to connect with each other. The tools that we'll use will provide us with images, discussions questions, and self-assessment tools, and exercises in which each person can participate. My hope is that each of these things will become signposts that guide, warn, and inform every member of this class.

Theories have been selected also to call attention to, and begin to explore, important group and individual differences that have implications for how we can best serve each and every student to reach full potential in key areas of human development, regardless of race, culture, age, gender, sexual orientation, religion, learning style, or personality. Understanding and appreciating student development and diversity is a key factor in our ability as professionals to act empathetically and effectively. Without knowledge of student development and diversity, chances increase that we may inadvertently respond judgmentally, insensitively, or ineffectively to student needs.

In this course various teaching and learning methods will be used. Much of the class will revolve around reading assignments, threaded discussions, student presentations, reflective responses to weekly assignments, and completion of the course project. In addition to the completion of academic assignments (quizzes, exams, project, presentations, and personal stories) students will be expected to observe and interact with college students to fulfill the course requirements.

Objectives   Upon the successful completion of this course, students should be able to:

1.   Demonstrate an understanding of the developmental challenges facing today's college student, including the cognitive, affective and behavioral domains.

2.   Describe the following theories of development:
   a. Abraham Maslow
   b. Erik Erikson
   c. Arthur Chickering
   d. James Marcia
   e. William G. Perry
   f. Lawrence Kohlberg
   g. Carol Gilligan
   h. James Rest
   i. David Kolb
   j. John Holland

3.   Identify ethical concerns in higher education practice suggested by theories of college student development.

4.   Apply developmental theory to their professional interactions with college students in a way that increases empathy and the potential for student growth.

5.   Utilize developmental theory and Process models to improve plans and policies implemented in the context of their own administration or teaching.

6.   Analyze enduring and emerging issues in higher education in light of relevant developmental theory and research, particularly those issues related to social diversity, technological change, and ethical concerns, to deepen insight into appropriate and effective policies and programs.

Course Requirements
Participate thoughtfully and actively in class meetings. In order to fulfill the promise of graduate study, you must read and study all assigned readings before beginning the lesson, noting questions or issues you would like to raise in the threaded discussion and reflection opportunities each week. I would encourage you to note at least three important points and three questions raised by each of the assignments.

I expect you to be fully prepared for each lesson, which means you will have read and reflected upon the assigned material and offer to the class meaningful comments and questions. (For most lessons you will need to complete the quizzes and turn in the assignments before the next lesson will be made available) It is also expected that you will be respectful in class discussions, which means I want you to openly challenge, disagree or support your classmates, but do not demean or belittle them. It is also expected that you do not hog "air time" but rather allow space for all students. Participation points are given for moving the discussion to a more complex level of understanding of the issues and your contributions to the class.

It is expected that assignments will be completed by the deadlines indicated. Guidelines for each assignment are included in the syllabus or will be presented in class. For papers you submit, follow the style guidelines contained in the <u>Publication Manual of the American Psychological Association</u> (5th ed.)

Assignments/Due Dates

Personal Story Paper	**Due: Before Lesson 2 (Midnight January 29, 2009)**	**(5%)**
Quizzes	**Every Class**	**(15%)**
Written Examination	**Due: Before Lesson 8 (Midnight March 26, 2009)**	**(10%)**
Theory Presentation	**Lessons 8-10 (April 2, 9, and 16)**	**(10%)**
Sub-Culture Project	**Due: With Portfolio (May 5, 2009)**	**(15%)**
Generational Study	**Due: Before Lesson 12 (Midnight April 22, 2009)**	**(10%)**
Final Portfolio	**Due: Last Day of Class (May 5, 2009)**	**(20%)**
Class Participation	**Every Class**	**(15%)**

Grading Scale
95-100 A
91-94 B+
85-90 B
81-84 C+
75-80 C

Miscellaneous Policies

Academic Integrity
Students are expected to maintain a high moral and ethical standard of conduct in and out of the classroom. This includes guarding against plagiarism and cheating. Students should be aware of the official university policy: "*Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism. . ., or furnishing false information, including forgery, alteration or*

misuse of College documents, records, or identification, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal." (consult the current edition of the *Mississippi College Student Handbook* or University Policy 2:19 for specific information).

Technology Requirements
You are required to have a computer, email, and Internet access to enroll in this course. The course is delivered via online instruction. In addition, you will be required to use Word in completing your assignments. Since the professor will be providing comments in an electronic format, the students will be required to participate in a Microsoft tutorial at this website: http://office.microsoft.com/assistance/hfws.aspx?AssetID=RC011600131033&pid=CR061958171033. It takes approximately 30-50 minutes to complete.

Participation Policy
An important aspect of this course is class participation and the learning which takes place through discussion. Students are expected to post according to the assignment schedule and respond to the reflection questions each week and respond to the questions at the end of each case study in the textbook: *Linking Theory and Practice*. If circumstances prevent you from posting, please contact me with an appropriate reason as a professional courtesy. Failure to post will be handled in the following manner: For each week where there is a less than adequate posting ½ a percentage point will be deducted. The professor will attempt to *force* each student to participate in the forum.

Quizzes
There will numerous quizzes each week. Each quiz can only be taken once.

Changes to Syllabus
While every effort will be made to adhere to the schedule and policies outlined in this document, the professor reserves the right to make any needed changes necessitated by the overall progress of the course and/or the needs of the students.

Other Academic Policies
It is also expected that the student be familiar with general university policies as described in the current academic catalog and student handbook; and the calendar of events as found on the MC website.

Special Accommodations
If special accommodations due to learning, physical, psychological, or other disabilities are needed to satisfy course criteria students are encouraged to discuss services needed with the instructor as early in the course as possible to identify and plan specific accommodations. You may be asked to supply a letter from your family physician or other documentation that will assist in planning modification(s). For more information please contact Dr. Buddy Wagner in the

Counseling and Career and Development Center (601-925-3354)
bwagner@mc.edu

Schedule of Topics and Assignments

Lesson	Class Topics	Assignments & Due Dates
Intro	Review syllabus, activities/assignments & class expectations Laying the Foundation	
Lesson 1	The Importance of Understanding Ourselves	Readings in Student Development in College, pp. Preface – 15. **Quiz over reading (1)** Readings in Linking Theory and Practice, pp. Preface-15 **Quiz over reading (2)** **Quiz over notes (3)** **Personal Story Papers** **All Assignments for this lesson are due by Midnight January 29, 2009** **(Before Lesson two can be opened)**
Lesson 2	Why Context Matters	Readings in Student Development in College, pp. 15-30. **Quiz over reading (4)** Readings in Linking Theory and Practice, pp. 17-57 **Quiz over reading (5)** **Quiz over notes (6)** **College Description Assignment** **All Assignments for this lesson are due by Midnight February 5, 2009** **(must be completed before moving to Lesson three)** **Theory Presentation Proposal Due** **(Sign-Up for Presentation Time)**
Lesson 3	Understanding Students	Readings in Student Development in College, pp. 31-88 **Quiz over reading (7)** **Quiz over notes (8)** **Case Studies:** Linking Theory and Practice, pp. 61-65; pp. 93-99; and pp. 117-120. **Sub-Culture Proposal** **All Assignments for this lesson are due by Midnight February 12, 2009**

Lesson 4	Understanding Students	Readings in Student Development in College, pp. 89-122
		Quiz over readings (9)
		Quiz over notes (10)
		Case Studies: Linking Theory and Practice, pp. 139-143; and pp. 199-203
		All Assignments for this lesson are due by Midnight February 19, 2009
Lesson 5	Theories and Process Models	Readings in Student Development in College, pp. 123-170
		Quizzes over readings(11)
		Quiz over notes (12)
		Case Studies: Linking Theory and Practice, pp. 66-70; pp. 100-102; pp. 121-124; pp. 144-148; and pp. 173-175
		All Assignments for this lesson are due by Midnight February 26, 2009
Lesson 6	More Theories and Process Models	Readings in Student Development in College, pp. 170-202
		Quizzes over readings (13)
		Quiz over notes (14)
		Case Studies: Linking Theory and Practice, pp. 71-77; pp. 103-112; pp. 125-131; pp. 149-157; pp. 176-180; and pp. 204-207.
		All Assignments for this lesson are due by Midnight March 5, 2009
Lesson 7	More Theories and Process Models	Readings in Student Development in College, pp. 203-259
		Quizzes over readings (15)
		Quiz over notes (16)
		Case Studies: Linking Theory and Practice, pp. 78-87; and pp. 113-116
		All Assignments for this lesson are due by Midnight March 12, 2009
Written Exam		**Exam must be completed by Midnight on March 26, 2009**

Lesson 8	Presentations (Cultural Issues)	Readings in Student Development in College, pp. 261-291 **Quiz over reading (17)** **Presentations** **1.** **2.** **3.** **Case Studies:** Linking Theory and Practice pp. 132-137; pp. 158-161; and pp. 181-189 **All Assignments for this lesson are due by Midnight April 2, 2009**
Lesson 9	Presentations (Diversity/Internationals)	**Presentations** **4.** **5.** **6.** **Quiz (18)** **Case Studies:** Linking Theory and Practice, pp. 88-91 and pp. 162-171. **All Assignments for this lesson are due by Midnight April 9, 2009**
Lesson 10	Presentations (Decision Making)	**Presentations** **7.** **8.** **9.** **Quiz (19)** **Case Studies:** Linking Theory and Practice pp. 190-197; and pp. 208-219. **All Assignments for this lesson are due by Midnight April 16, 2009**
Lesson 11	**Catch-Up**	**Quizzes (20)** **More Presentations if Needed** **Generational Study** **All Assignments for this lesson are due by Midnight April 23, 2009**
Lesson 12	Review and Reflection **(Class will meet online for 3 hours on April 30 from 7:00 p.m. Central Time until 10:00 p.m.)**	

Final		Sub-Culture Projects Due
		Final Portfolio Due
		All Assignments and Projects must be turned in their final form by Midnight on May 5, 2009

Assignments

Personal Story Paper (5% of your grade)

The purpose of this paper is to tap into your own informal beliefs and hunches about college students before you are overwhelmed by the exposure to many formal theories and models presented in this course. In a maximum of 10 pages, address the following questions based upon your own undergraduate experiences:

- In what ways did you differ at graduation from the person you were upon enrolling in college as a freshman?
- To what experiences do you attribute these changes (both in and out of class)?
- What events or experiences contributed most significantly to these changes during college?
- What conclusions do you draw in summarizing the student development journey of your own college experience?

Your personal story paper is due by **Midnight January 29, 2009 before you move to Lesson two**

Quizzes (15% of your grade)

There will be short multiple choice quizzes given over each reading assignment and over course notes.

Written Examination (10% of your grade)
The mid-term will include all questions from the quizzes as well as 2 discussion questions.

Must be completed by Midnight March 26, 2009

Theory/Event Presentation (10% of your grade)

Every student will research and present information regarding a theorist, a theory or a significant event that has influenced student development/higher education. (Professor must approve your choices). The presentation will include power point presentation and a two-page summary (double-spaced) about the theorist, theory, or event (one paragraph background information) and about the theory. A critique of the value of the theory/theorist for current higher education administrators, and/or an explanation of the impact and current influence of the event. Write out a simple case-study that the class

could discuss in relation to the theory/event (How would this theory help us find a solution to or deal effectively with the student of the situation? How is that event relevant in our response or understanding of the details of the case-study?). Presentations will be made for lessons eight through ten.

Presentation Dates: April 2, 9, and 16

Student Sub-Culture Project (15% of your grade)

Higher education researchers agree that students divide into various campus sub-cultures. Obvious examples would include fraternities and sororities, student organizations, and the like. These are the more formal sub-cultures. Other populations also exist, such as gay students, religious groups, students in particular academic areas, or "older" women students who return to school after raising families.

With this background in mind, each student is required to write a 15 page (minimum) paper describing and analyzing a specific sub-culture which exists within the student population. The main body of the paper should be built around substantive interviews (These could be My Space or FaceBook Chats) with at least three members or representatives of the selected sub-culture, and, when possible, observations of the sub-culture "in action." The final paper should be a blend of first-hand experiences based on these interviews and observations with sub-culture representatives and your informed interpretation and analysis of the sub-culture and its representatives using developmental theory (or other theoretical constructs) that you deem appropriate. From past experiences, please know that this activity is a rewarding but extremely time-consuming experience. It is strongly suggested that you anticipate the amount of time required. The sub-culture paper is not an assignment that can be completed within a week or even two. You must allow yourself at least six weeks for background reading, interviews, reflection on the collected data, and the analysis and interpretation

To gain the most from this experience, I require that you make a serious effort to study a sub-culture different from your own personal experience. While this may make the assignment more difficult at the beginning, it will also make the experience significantly more rewarding in the end. You will submit a brief proposal describing the subculture that you intend to investigate and how you plan to identify the students will you interview on

Framework for the sub-culture paper:

You should address the following elements in your paper:

- Background and/or history of the sub-culture. Where did the group you investigated begin and how did it come into existence? Do not assume that such a population is a recent phenomenon or exists only on one campus. Most sub-cultures are present on a variety of college campuses.

- Type of student included in the sub-culture. Pay particular attention here to physical description, social status, and level of development.
- Type of campus (Inform us on the type of campus your student sub-culture resides-don't assume that the concerns of this sub-culture is the same at every campus)
- Literature review. What does the work of other researchers say about your sub-culture or students like them? Make particular note of how student development theory does or does not help to describe and understand the sub-culture.
- Description of participants and interview format. Briefly describe the students whom you interviewed so that the reader has a sense of who they are and describe your approach to the interviews.
- Interview findings. It is recommended that you read a least one, preferable more, articles on the ethnographic interview process to prepare yourself and to do the best job you can. You will find some hints and helps for this in the appendix of the syllabus. The findings from your interviews required for this paper should be the core of this paper, so plan accordingly.
- Interpretation and analysis. At the end of the paper, you must offer your "expert" opinion on the sub-culture based on your cumulative knowledge comprised of reading about the sub-population, interviews, and course material and discussion. Does this sub-culture affect in any way the involvement of students in the culture of the campus? Such impact could be either positive or negative and measurable in terms of degree.
- Specific policy recommendations. At the conclusion of your paper, provide your assessment of what colleges and universities should do regarding this sub-culture. How should they be treated? Please make specific notations in this section regarding "how college affects students" in this sub-culture. In general, do students benefit from their association in this sub-culture or not? How and in what ways? Or, why not?

The sub-culture paper is due by midnight on May 5, 2009

Generational Study (10% of your grade)
Everyone will research the Millennial Generation (The *Oblinger* text should be used as a primary resource)

Introduction: A Generational Study is a critical commentary, which involves more than simply summarizing the information (i.e. don't scan the books and the back cover and look for good quotes to make me think you've done research—read, underline, outline, take notes, and interact as you read). The bulk of your study should be an evaluation of the way the current student generation, and a commentary on your findings and the contribution to your understanding of the issues/generation addressed in your reading. A big portion of your comments should involve how to compile the material and/or get the most use from the information conveyed in the research. It should go with out saying, but the following guidelines should be followed (Modified APA style):

a. Papers should be typewritten (Times New Roman 12 pt. font) and double-spaced; no less than 10 pages in length and no more than 12 pages. (1 inch margins, left, right, top, and bottom)

b.   Rules of spelling, grammar, and composition will be closely observed (See below for grading policies).

c.   Papers should be proofread (not just spell checked and grammar checked) before they are submitted to the professor.

d.   Unless otherwise stated, it is assumed that the opinion that you are expressing is your own. Therefore there is no need to write, "In my opinion" or "I believe". (Interact with the author: "George failed to support…")

e.   Try to use action verbs whenever possible: avoid passive voice. (I.e. not "The author was trying to convey." Use: "The attempt to convey." –Passive voice is usually indicated by the use of "being verbs" …I was being, I will be—don't use them)

f.   Don't use slang or colloquialisms unless you have a specific reason for doing so. (I.e. "His metaphor seemed to have him barking up the wrong tree.").

Content: The narrative should address the following issues:

a.   Clear statement of the author's thesis or central argument. Why was the article or book written? For whom is this information beneficial?

b.   Citing of material (evidence) that supports the thesis. (You do not have to use direct quotes—but for whatever information you use cite parenthetically. That is the page number(s) from which the information is taken (77-78).).

c.   Assessment of whether the you are convinced/persuaded that the research is valid and has some merit

d.   Identify the major strengths, weaknesses and other descriptions of the generation.

e.   Include how the this information can be conveyed to help those working with this student generation to be more effective (what research needs to be included)

f.   Indication of your reaction to the findings; how the information has/has not contributed to your insights concerning your role in the development process of collegians (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the presentations—did you experience change?).

Grading Policies:

a.   -3 for every misspelled or misused word

b.   -2 for every time passive voice is used incorrectly

c.   -10 for every page under the minimum (Points will be deducted for any portion under the minimum expectation)

d.   -5 for major grammatical mistakes (sentence fragment, run-on sentences, no complete thought, etc.)

e.   –3 for minor grammatical mistakes (comma splice, pronoun references, verb/subject disagreement, etc.)

Generational Studies are due on or before Midnight April 23, 2009

<u>Class Participation (15% of your grade)</u>

An important aspect of this course is class participation and the learning which takes place through discussion. Students are expected to post according to the assignment schedule and respond to the reflection questions each week and respond to the questions at the end of each case study in the textbook: *Linking Theory and Practice*. If circumstances prevent you from posting, please contact me with an appropriate reason as a professional courtesy. Failure to post will be handled in the following manner: You are expected to post and respond a minimum of 30 times during the course. These posts/responses should add to the discussion and the topic. For each week that the professor feels there is a less than adequate posting ½ a percentage point will be deducted.

<u>Final Portfolio (20% of your grade)</u>

By the end of the course, students will have an electronic portfolio that includes the following:
- Personal Story Paper
- Theory proposal and presentation
- Sub-Culture Project
- Generational Study
- A two page summary of each lesson with a one page reflection on the future usefulness of the information and insights

Hints/Helps for Sub-Culture Assignment

1. First, ask the person if they have a few moments (five to ten minutes) to help you with a school assignment. (A great deal of this can be done on Face Book or MySpace)

2. Secondly, tell them that you have been asked to examine and analyze a specific sub-culture that exists within the student population. You should give them a list of various sub-cultures and ask them which one or ones they would most readily associate with:

    Athlete   Resident Assistant   Out of State Student

    Non-traditional student with family   Minority group (which one)

    (Add others as you see fit)

3. Now that you have started a basic dialogue you can lead into the next two questions? If the student fits into the sub-culture you have chosen or if not (Interviewing those outside the sub-culture may also be helpful in perception and perspective – these won't count as part of the three, but it will be good) you can ask:

"What do you think are the primary needs of those in (that)your sub-culture in regards to college?"
(Are these different than other groups? Why or Why not?)

"What are the best and worst things the college has done to try to meet the needs of (that)your sub-culture?"
(If you heard college administrators talking about your group how would you know?)

4. The last question(s) are going to be more sensitive. Take a breath and thank the person for taking the time to help you with the assignment and tell them, "My professor wants me to get a real feel for various sub-cultures on campus—while I don't want to over generalize there are some groups with which each of us most readily identify: 1) what can you tell me to help me understand you and your sub-culture?" "2) What do you think those in charge need to know to assist you in your college experience?" 3) Can you tell me what things you wished you had known before you came to college and why you think these things would help others (top 5 would be great).

5.   Thank them for their help and let them know that this is just a speculative interview and all answers are confidential. End with "anything else you would to tell those people in power how college can be improved?"

Final Portfolio is Due by Midnight May 5, 2009