ADMPS 2055: Student Development Theory

Term: Spring Session, 2017
Schedule: Tuesday 4:30 PM – 7:10 PM, 5400 WWPH
Office Hours: By appointment at http://www.meetme.so/LindaDeAngelo

Course Description

ADMPS 2055 provides foundational knowledge regarding the nature, history, and recent advances in student development theory, focusing on both a solid overview of theory and the application of theory in the design of effective practice in academic and student affairs contexts. The course addresses the roles of power, privilege, and oppression as they relate to college student development, particularly for students from racialized and other marginalized communities, as well as conditions and environments that promote and/or impede development. An understanding of student development theory is integral to working in higher education and this course is designed for students pursuing both scholarly and practitioner focused careers. Throughout the course, students will be asked to critically examine and engage with theory as they reflect upon and explore developmental processes and theory application.

Course Learning Outcomes

1. Students will engage with student development theory and understand the purpose of its application to student experiences and the field of academic and student affairs.
2. Students will understand the content associated with and implications of various student development theories, the theory families from which various student development theories are drawn, as well as how to evaluate theory.
3. Students will understand the basic tenets of conducting a research study.
4. Students will critically understand, analyze, and apply their knowledge of student development theory to address relevant problems of practice in higher education settings.
5. Students will recognize and understand the role of power, privilege and oppression as they relate to developmental processes, theory application, and conditions and environments that promote and/or impede development.
6. Students will develop a deeper understanding of themselves and their individual developmental processes and how who we are and where we are from acts as a filter for how we see others and interpret and apply theory.
Requirements

1. Class Participation (20%)
2. Reflection Paper on Personal Development (20%):
   - Initial Reflection Paper (5%, C/NC)
   - Final Reflection Paper (15%)
3. Case Studies (20%):
   - Initial Case Study (5%, C/NC)
   - Case Study Competition (15%)
4. Student Stories Project (40%):
   - Individual Source Bibliography/Group Interview Protocol (5%, C/NC)
   - Individual Interview Themes Paper (10%)
   - Final Group Paper (20%)
   - Final Group Presentation (5%)

Class Participation

Overall Expectations. Class participation is your opportunity to contribute to the scholarly dialogue. Thoughtful discussion is an important skill to develop as a scholar and/or practitioner. Class participation involves active participation in class. Participation is meant to provide a forum for a thoughtful exchange of ideas, reflections, experiences, etc. related to the readings. Active participation requires your presence if you miss more than one class meeting you will not receive a full participation grade.

Students are expected to complete all assigned readings prior to class and participate in any and all discussions. As a graduate level course, students should think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class, students should: (a) complete the assigned readings, (b) take notes on readings, and (c) determine the main themes/topics within the readings, as well as areas where they have questions or need additional clarity.

Discussion Groups. For all class sessions (except 1/10 and 3/28) a discussion leader will be responsible for facilitating class discussion. The discussion leaders for each week will be selected during the first class session. Directed Discussion Leaders. By 11:59 PM on the Friday prior to the class meeting in which a student is assigned to facilitate discussion they are responsible for posting to CourseWeb three to five discussion questions for their group. The submitted questions will be reviewed by the instructional team and students will receive feedback on their questions by 11:59 PM on the Saturday via CourseWeb. The student is then responsible for posting the question to the blog for their group on CourseWeb by 11:59 PM Sunday. It is recommended that the discussion leaders focus their questions around building knowledge and engaging with the course learning outcomes. The discussion questions should draw from multiple readings and should encourage thoughtful deliberation and discussion. The discussion leader will guide the discussion using the discussion questions they have developed and may ask students to read their written responses as a way to enter into the discussion, but merely having students in the group read their written responses does not in and of itself make a discussion, thus these written responses should only be used as a starting or jumping off point. Discussion leaders should work to produce new insight and learning in their group. The discussions will generally last about 20 minutes each week but may be somewhat
longer. **Discussion Group Members.** Each student in the discussion group is responsible for reading all of the discussion questions posted for their group and bringing to class a written response to at least two of the questions as part of their preparation for discussion. Discussion group members should strive for complexity in their thinking as they engage with the questions and their own thinking. Full participation credit can only be earned by being fully prepared for discussion each week.

**Preparation for Student Stories Project (Methods) and Case Studies Review Videos and Quizzes.** Prior to 1/24, 1/31, 2/7, 2/14 and 4/11 class sessions students will need watch the methods/case study review videos for the week and complete the quizzes that available on CourseWeb prior to coming to class. These videos are designed to supplement but not replace the methods/case study reading for the week. Specifically, for the 1/24 session the videos will supplement readings Schutt Chapters 1-2, Creswell Chapter 1, for the 1/31 session Schutt Chapter 10, Creswell Chapters 15 & 16, for the 2/7 session Case Study Decisions Matter Chapters 2 & 3, for the 2/14 session Schutt Chapter 11 and Crewell Chapter 18 & 20, and for the 4/11 session Schutt Chapter 16 and Creswell 25 &27. For each week after engaging the reading, students will watch the video (or videos) associated with that week’s readings. After watching the video(s) students will take the quiz associated with the readings for that week. A minimum passing rate of 80% is required for each quiz.

**Reflection Paper on Personal Development**

This assignment is designed as an opportunity for you to reflect on your growth and development as an undergraduate and for you to apply the knowledge you are gaining to your development trajectory. In the first part of this assignment you will write a reflection in which you consider your own development during college as an undergraduate. In the second part you will revisit your reflection and compare your story to at least 3 theories we have studied in this class. The length of the first paper is 5 to 7 pages, due week 2, and the length of the second paper is 7 to 10 pages, due week 14. You must use references as appropriate to your paper.

**Case Studies**

There will be two case study assignments for this course; an initial case study in week 6 and a case study presentation competition in week 12. Each case study is designed to give you an opportunity to apply the knowledge you are gaining in student development theory to cases in student and academic affairs. Using a case in academic or student affairs, you will develop a course of action, grounded on and integrated with student development theory. For the second case study assignment, you will be presenting your course of action to the class, in competition with a classmate.

**Student Stories Project**

Working in teams of three or four, you will be assigned a group of students that have something in common with one another (e.g. a psychosocial identity, such as a racial, ethnic, gender, or religious identity; an experience since as being a returning adult student, international students, or first generation college student). Each group member will interview three students who fit into the group (doctoral students will interview 5 students). Each group member will then develop a themes paper related to what they have learned in their interviews. In the next stage, working as a team you will develop an informal theory/model of the development of your chosen group, compare your theory/model to at least three theories/models we
have studied in class, and provide a critique of the existing models in relation to what your group learned from the students they studied about their experiences. Your final product will be a group paper and presentation.

January 10: Student teams assigned
January 12: Student population ranking due
January 13: Student population assigned
January 31: Individual source bibliography due
February 14: Group Interview protocol due
(Maintained need to be complete prior to the start of spring break)
March 14 Individual interview themes paper due
April 24: Final paper due
April 25: Presentation due, as well as team member evaluations

**Grading In Groups for Student Stories Project**

Students will work in teams to complete many elements of the *Student Stories Project*. Each member of a team will initially receive the same grade on the final paper and presentation for the student stories project. However, at the end of the course each student will be asked to submit an assessment of the contributions of each team member on several dimensions of teamwork necessary to complete the project. The final grades for each student on final paper and presentation will take into consideration feedback from the peer assessments. That is, individual team members could get a grade that is higher or lower than that of the other team members based on these peer assessments.

**Basic Writing Guidelines for Course**

All papers must use Times New Roman 12” font and have 1” (normal) margins throughout. Written work must conform to APA citation style guidelines. All assignments/papers will be turned in through CourseWeb and must be uploaded as Microsoft Word documents by the deadlines that are provided for each assignment. Assignments are due by the start of class in the deadline week unless other instructions are provided.

**Assessment and Evaluation**

Letter grades will be assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and grammar and spelling. Letter grades are feedback and have the following meaning:

A “A” signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. “A” level participation need not mean a large quantity of participation but denotes the student who prepares for class and consistently indicates having thought critically about the material.
A “B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of “A” work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or frequent grammatical errors.

A “C” signifies work that is below expectations, all aspects of the assignment may not have been completed, work demonstrates little preparation for class or written work that demonstrates little insight into material or grammatical issues that mar the work significantly.

Letter grades using + and – are also assigned.

For the 5% C/NC assignments in this course, credit for the assignment is earned by completing the assignment fully and submitting the assignment via CourseWeb by the deadline. In addition to earning credit on the assignment, a mark of ✓+, ✓, or ✓- will also be provided as feedback. In some cases written feedback might also be provided.

Statement of Instructor and Teaching Assistant Position in Course

Our classroom is a place of intellectual inquiry where discussion and critical reflection are normative and where students are empowered as leaders in the learning process. We have high expectations for student achievement and have a strong belief in the potential of all students to succeed. This belief in each student’s potential to succeed centers all of our interactions with students both inside and outside of the classroom. We are committed to anti-racist, non-sexist, non-classist, and non-heterosexist pedagogy. This includes fostering an environment that is as safe and inclusive as possible for everyone. If everyone in the class is similarly committed it will make our work together more productive and stimulating.

Readings / Resources

Required Texts:


Recommend Texts:

Other Required Reading: (all are available on CourseWeb each week)

See weekly topic listings below.

Class Schedule

Week 1    | Jan 10 | Introduction & Historical Roots of Student Development Theory

Reading to Complete Prior to Class

Evans, et al. – Part I Intro, Chapters 1 – 2,
Jones & Abes – Part I Intro and Chapter 1

A member of each student stories team must submit the student population ranking sheet by Thursday January 12th at midnight

Week 2    | Jan 17 | Foundational Psychosocial Theories

Reading to Complete Prior to Class

Evans, et al. – Part II Intro, Chapters 3, 13
Jones & Abes – Chapter 2


Assignments to Complete Prior to Class

First reflection paper

Week 3    | Jan 24 | Social Identity I & Preparing for the Field I

Reading to Complete Prior to Class

Jones & Abes – Part II Intro, Chapters 3 & 4
Schutt – Chapters 1 & 2; Creswell – Chapter 1

Suggested Readings: Sample Studies of Identity


**Assignments to Complete Prior to Class**

Videos and Quiz 1 – Preparing for the Field I

**Week 4  Jan 31**  
**Self-Authorship I & Preparing for the Field II**

*Reading to Complete Prior to Class*

Baxter-Magolda – Chapters 1 – 6

Schutt – Chapter 10; Creswell – Chapters 15 & 16

**Assignments to Complete Prior to Class**

Student Stories Project – Individual source bibliographies due

Videos and Quiz 2 – Preparing for the Field II

**Week 5  Feb 7**  
**Self-Authorship II & Applications to Practice I**

*Reading to Complete Prior to Class*

Baxter-Magolda – Chapters 7 – 9

Case Study Book – Decisions Matter – Chapter 2 & 3

**Assignments to Complete Prior to Class**

Videos and Quiz 3 – Applications to Practice I (Case Studies)

**Week 6  Feb 14**  
**Social Identity II & Working with Data From the Field**

*Reading to Complete Prior to Class*

Jones & Abes – Chapter 5

Schutt – Chapter 11; Creswell – 18 & 20

**Assignments to Complete Prior to Class**

Student Stories Project – Interview protocol
Week 7  Feb 21  Racial, Multiracial, Ethnic, & Cultural Identity I

Reading to Complete Prior to Class

Evans, et al. – Chapter 14, 15


Suggested Readings: More on racial identity theory


Assignments to Complete Prior to Class

Initial Case Study
Week 8   Feb 28   **Racial, Multiracial, Ethnic, & Cultural Identity II**

*Reading to Complete Prior to Class*

Evans, et al. – Chapter 16


**Suggested Readings: Studies of Identity**

Torres, V. (2004). Familial influences on the identity development of Latino first-year students. *Journal of College Student Development*


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Week 9   Mar 7   **Spring Break – No Class**
Week 10  Mar 14  Gender & Sexual Identity

Reading to Complete Prior to Class

Evans et al. – Chapter 17 – 18

Bilodeau, B. L. & Renn, K. A. (2005). Analysis of LGBT identity development models and implications for practice. From *New Directions for Student Services, III.*


Suggested Readings: Studies of Identity


Assignments to Complete Prior to Class

Student Stories Project – Individual interview themes paper

Week 11  Mar 21  Critical Theoretical Frameworks to Understand Development I

Reading to Complete Prior to Class

Jones & Abes – Part III Intro, Chapter 6


Week 12  Mar 28  Case Study Competition Presentations (Extended Class Session)
Week 13  Apr 4  Critical Theoretical Frameworks to Understand Development II

Reading to Complete Prior to Class

Jones & Abes – Chapters 7 – 8


Week 14  Apr 11  Applications to Practice II & Writing the Research Report

Reading to Complete This Week

Evans, et al. – Part V Intro, Chapter 19

Jones & Abes – Chapter 9

Schutt – 16; Creswell – 25 & 27

Suggested Readings: Applications to Practice


Assignments to Complete Prior to Class

Second reflection paper

Videos and Quiz 5 – Writing the Research Report
Week 15  Apr 18  Conclusions and Future Directions

Reading to Complete Prior to Class

Evans, et al. – Chapter 20
Jones & Abes – Chapter 10


**Final Student Stories Project Paper Due by Monday April 24th at 11:59 PM.**

Finals  Apr 25  Presentation of Student Stories Project

**Statements on University and School of Education Policy:**

**Departmental Grievance Procedures.** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

**Academic Integrity.** Students in this course will be expected to comply with the University of Pittsburgh’s Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Disability Services.** If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.
Statement on Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.