Baylor University
School of Education
Department of Educational Administration

EDA 5374 Moral and Faith Development in College Students

Fall 2006
Rm 121 Draper

Contact Information:

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EDA 5374
Moral and Faith Development

Course Description:
An in-depth survey of major theories related to moral and faith development of American college students provides the basis of this course. Current research on the effect of the college environment on moral and faith development is explored, and special emphasis is placed on the integration of theory into student affairs administrative practice.

Course Purpose and Objectives:
The purpose of this course is to provide students with an opportunity to not only explore various models concerning moral and faith development, but also how these models provide a critical means of understanding the life of our college campuses. Each college campus transmits a particular message concerning the value of moral and faith development. As a result, the underlying question is not whether such a message exists but what kind of message exists.

Present in the purpose of this course is the belief that theology as the discourse of faith forms the framework through which Christian disciplinary and interdisciplinary work takes place. Awareness of the presence of theology allows us to realize that the veil of neutrality often believed to be present in education is simply a rhetorical vapor. In actuality, faith precedes understanding and makes understanding possible. A classroom defined by such a context is one where rigorous interaction is undertaken with the intent to appreciate divergent points of view. This level of appreciation allows the classroom to serve as a means that enhances personal and communal understanding.

Listed below are the objectives for this course:

1. Demonstrate an understanding of faith, spiritual, and moral development during the college years.

2. Develop an understanding of how faith, spiritual and moral development can be measured and studied during the college years.

3. Describe the implications of spirituality for student affairs practice and how programs can be developed to enhance student faith, moral, and spiritual growth.

4. Learn how to mentor young adults in their search for meaning, purpose, and faith.

5. Be aware of current theories and research in the areas of faith, moral, and spiritual development.
**Required Readings:** (R indicates on reserve, Moody Library)


R Jablonski, Margaret A., Editor (2001, Fall) *The Implications of Student Spirituality for Student Affairs Practice*. *New Directions for Student Services, No. 95*, pp. 1-92.


**Assignments and Assessment:**

*Note:* All papers are to be submitted in hard copy to me, unless otherwise noted.

**Class Participation and Quizzes (20 %)**

Each student is to bring to class 1-2 discussion questions for each assigned reading. Periodic quizzes will be given to test understanding of new material covered.

**Paper on Spiritual Journey (20 %)—Due August 30 and November 29**

Describe your spiritual journey or that of a friend (max 2-3 pages). Use the theory or theories we have discussed in class or you have read about to put the experiences into a theoretical and conceptual framework in your second submission (max 3-5 pages).

**Case Study and Journal (20 %) – Due September 27 and November 29**

You are to keep a journal(min. of one page per week) and interview summaries of your work with one or two students on their spiritual development this semester and the value of your readings. Ideally you should try to meet with your student(s) a minimum of 3 times during the semester, e.g., near the beginning, middle, and end of the semester.

**Team presentations on a book review or topic (20 %)**
You (in teams of two) will be responsible for a 50 minute session on either October 4, 11, 18, 25, Nov. 8, 15, or 29. This will involve presenting content, leading discussions, conducting class activities, providing additional handouts, etc., on a book or topic related to the course.

The team will also turn in at the end of their teaching session a 2-3 page summary of their session, including planned outcomes; content to be covered, planned activities such as questions, case studies, exercises; and results of an evaluation form used to evaluate the session with the class.

**Paper on Fostering Faith and Spirituality on Campus (20%)—Due December 11**

You will be asked to design a program—set of activities, class workshop, office to foster spirituality on campus, etc. In the paper, report on the:

- Title of program
- Goals of the program
- Intended participants
- Content of the program
- Set of activities—where, when, how
- Expected results—impact on students, campus culture, policies
- Describe Assessment and Evaluation Procedures

The paper should be 6-8 pages, excluding the title page and list of supportive references.

**Grading**

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**Class Schedule and Assigned Readings:**

**August 23** - Overview, Context for the rise of interest in spirituality, definition of terms, Current research on spirituality, One Christian perspective on Living a Life of Faith

Article by Astin and UCLA Report on National Study of Student Spirituality

**August 30** - Faith and Human Development, Spiritual Journeys Due

*(Workshop with Leanne Newman)*
Required Reading:
Fowler, pp. 1-117


Optional Reading:
www.spirituality.ucla.edu – Read other recent reports, newsletter items on spirituality research at UCLA/HERI (OL)

September 6 - Stages of Faith and Interview Demonstrations
(Workshop with Leanne Newman)

Required Reading:
Fowler, pp. 117-215


September 13 - Formation and Transformation in Faith; More Practice in Interviewing; Faith development at MHBU or BU; Other current research on Student Spirituality/Religious Practices

Required Readings:
Fowler, pp. 215-325


Holmes, Roedder, and Flowers, (Spring, 2004) “Applying Student Development Theory to College Students Spiritual Beliefs.” CSAJ, 16 pp. (HO)

September 20 - Assessment of and Research on Faith and Spiritual Development; Measurement Strategies: Where are we, where are we going?

Required Readings:
Holcomb, pp. 41-162 (On line attachment)

September 27 - Case study and Interview/Journal Mid-Term Reports Due

Assigned Articles

October 4 - Moral Development Theories and Educating Citizens for Moral and Civic Responsibility

Required Readings:


Colby, et. al., pp. 1-22, 49-95, 218-257

October 11 - Research on and Assessment in Moral and Civic Education

Required Readings:
Pascarella and Terenzini, Chapter 7, pp. 345-371

Colby et. al., Chapters 8-10, pp. 218-287

October 18 - Faith, Community, and Young Adult development

Required Readings:
Parks, pp. 1-103.

October 25 - Faith, Imagination, and Mentor Environments

Required Readings:
Parks, pp. 104-221

November 1 - No Class

Required Readings:
Riley, pp. 1-135

November 8 - God on the Quad
Required Readings:
Riley, pp. 136-262

**November 15** - Student Spirituality and Student Affairs Practice

**Required Readings:**
Jablonski, M., pp. 7-55

**November 22** - No Class – Thanksgiving

**November 29** - Student Spirituality and Student Affairs Practice;
Expanded Case Study and Interview/Journal Reports
Due(Second Submission)

**Required Readings:**
Jablonski, M., pp. 57-87

**December 11** - Student Program Reports Due

Programs to Foster Faith, Spiritual, and Moral Development on College and University Campuses
Some Suggested Books for Book Reviews


