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Integrative Ethical Education: A Preliminary Investigation into the Effect of a Theoretically Grounded Intervention on College Students' Moral Development

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Integrative Ethical Education: A Preliminary Investigation into the Effect of a Theoretically

Grounded Intervention on College Students' Moral Development

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Abstract

The Association of American Colleges and Universities and the American Council on Education identified moral and ethical development as a desired outcome of college. Researchers have identified that moral development occurs during college; however, few studies have focused on specific interventions designed to promote college students' moral development. The purpose of this study was to investigate the moral development of students who participated in a first-year honors leadership program—that included a living-learning community—developed using an interpretation of Narvaez's Integrative Ethical Education (IEE) model as a theoretical framework. Participants (n=18) took the Defining Issues Test Version 2 (DIT2), a valid and reliable measure of moral judgment, at the beginning and end of their first year to understand the effect of the IEE-based intervention on students' moral growth. The current study used two scores generated by the DIT2 related to participants' preference for post-conventional moral thinking (i.e., focus on duties derived from their own self-authored, critically-examined moral purpose rather than societal norms and laws). Participants' DIT2 responses were also used to indicate which developmental phase they function in. When in the transition phase, individuals do not clearly distinguish between the post-conventional schema and lower moral schema. In the consolidation phase, individuals consistently respond using one moral schema. Descriptive analysis (e.g., percent changes) were conducted to understand participants' overall change in moral growth and if participants' self-reported sex or moral phase influenced moral development. The study found that, on average, participants' level of moral growth—based on changes in DIT2 scores—increased during their first year of college. Participants who began college in the transition phase experienced positive changes in moral development, while their peers in the consolidation phase moral development regressed. Participants experienced positive change regardless of self-reported sex. While no causal assumptions can be made from this

study, the findings suggest that students experienced positive moral growth during their first year while participating in the IEE-based intervention. The findings provide educators a framework to continue to design and investigate interventions intended to promote moral growth.

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Chapter 1: Introduction

Moral and Ethical Education

Moral and ethical development have been identified as desired outcomes of students' college experience (American Council on Education [ACE], 1937; Association of American Colleges and Universities [AAC&U], 2005, 2007). While the outcomes of court cases in the 1960s and '70s played a role in institutions of higher education shifting their focus away from moral development, current public discourse has caused higher education to reexamine its commitment to moral development and programs that are implemented to facilitate this growth (Liddell & Cooper, 2012). Researchers have determined that moral and ethical growth are essential outcomes of college to ensure students are prepared to participate in our democratic society (Colby, Ehlich, Beaumont, & Stephens, 2003; O'Neill, 2011).

Scholarly discussions on moral development began as early as the 1950s and ignited the growth of cognitive psychology and the development of theories of moral development like Kohlberg's (1975) stage theory (Arthur, 2014). While moral development occurs throughout an individual's lifetime, increased levels of moral development are more highly correlated with education level when compared to other characteristics such as age (Colby, 2014; Maeda, Thoma, & Bebeau, 2009). This suggests that the experiences individuals have throughout college may be key to facilitating moral growth. These experiences could include formal curricular experiences in a classroom setting and co-curricular activities (Colby, 2014; O'Neil, 2011). Therefore, as the landscape of higher education changes moral development should continue to be a key outcome of students' college experiences because attending college has been found to have a strong relationship with increased levels of moral development (Colby, 2014; Maeda et al., 2009).

Moral Development in Higher Education

Pascarella and Terenzini (1991, 2005) and Mayhew, Rockenbach, Bowman, Seifert, Wolniak, Pascarella, and Terenzini (2016) synthesized hundreds of studies published from the 1960s through the early 2010s across three volumes of *How College Affects Students.* Through their work, they identified that moral development occurs during a student's college years. Additionally, King & Mayhew (2002) reviewed almost 200 studies and also concluded that moral development occurs while a student is engaged in their college experience. Building on these findings, specific research has been done to go beyond identifying *that* moral development occurs to discuss *when* moral development occurs during the postsecondary experiences and the specific educational practices that facilitate moral development.

Increases in students' levels of moral development have been found to occur during the first year of college and then progressively increase during their remaining years of college (Mayhew, Pascarella, Trolian, & Selznick, 2015; Mayhew, Seifert, & Pascarella, 2012). Moreover, a variety of specific college experiences—diversity related courses and initiatives (Mayhew et al., 2012a; Parker, Barnhardt, Pascarella, & McCowin, 2016), non-classroom faculty interactions (Parker, 2017), positive interactions with peers (Mayhew, Seifert, & Pascarella, 2010), the academic environment (Mayhew & King, 2008), and courses with an overt moral element (Lies, Bock, Brandenberger, & Trozzolo, 2012; Mayhew & King, 2008)—have all been linked to increases in moral development.

Problem Statement

As a field, higher education values moral development, and a number of college experiences have been linked to increases in moral growth. However, limited research has been conducted on interventions that include attention to specific practices designed to enhance students' moral development (Mayhew et al., 2016). For example, Mayhew and King's (2008)

study on curricular interventions identified that students enrolled in courses with an explicit moral focus showed greater gains in moral development than their peers who enrolled in courses with an implicit focus on moral issues (i.e., courses with a focus on social justice). In a separate study, courses that use deep learning strategies (i.e., exposure to diverse perspectives and integrating them into one's meaning making process) were found to increase moral development (Mayhew, Seifert, Pascarella, Nelson Laird, Blaich, 2012). While these studies provided important findings for educators, both lacked attention toward any specific pedagogical practices used throughout the courses studied to identify specific instructor's approach to education that may have effected students' moral development. A greater focus needs to be placed on how specific pedagogical practices—guided by theoretical models for ethical education—effect students' moral growth in a variety of academic and co-curricular settings. Gaining a better understanding of how these practices influence students' moral development would provide educators with a stronger foundation of knowledge allowing them to implement evidence-based practices with the goal of increasing the moral development of their own students.

Purpose of the Study

The purpose of this pilot study was to investigate first-year college students' moral development when they participate in a first-year experience program designed based on an interpretation of the Integrative Ethical Education (IEE) model (Narvaez, 2006; Narvaez & Bock, 2014). Narvaez's IEE model, explained further below, is a theoretical approach to creating educational environments that promote students' moral and ethical growth. The first-year experience program investigated in this study was designed using the program coordinators interpretation of the IEE model as a framework. The program studied was the first year of an interdisciplinary honors leadership program. The first-year experience of the program included students living in an on-campus, living-learning community (LLC); taking leadership studies

courses together with their peers; and participating in co-curricular leadership activities. Throughout this thesis the first-year experience program studied will be referred to as the intervention studied. The goal of this study was to provide a preliminary understanding of the effect one IEE-based first-year experience program may have had on students' moral development. This study used the Defining Issues Test, Version 2 (DIT2) as a measure of moral judgment (Rest, Narvaez, Thoma, & Bebeau, 1999) and compared the development of a group of first-year students'—who participated in the IEE-based honors leadership program—level of moral development when they first entered college with the level at the end of their first year of college. The methodology employed for this study, including limitations, will be explained below and in chapter three.

Terminology

Throughout this paper, the terms *ethics, moral, ethical development,* and *moral development* will be used interchangeably. This decision has been made to be in line with Narvaez (2006) who uses the terms interchangeably in the IEE model and throughout her work. While an argument can be made that these terms are not equal in meaning, because this study used the IEE model as a framework I follow suit with Narvaez.

Theoretical Framework: Integrative Ethical Education

The IEE model, a relational-based framework designed to foster ethical growth in educational settings, was originally developed by Narvaez (2006) and has since been refined and turned into a step-by-step process (Narvaez & Bock, 2014). While IEE has only previously been studied in kindergarten through 12th grade (K-12) educational settings (Narvaez, 2006), it is intended to be used at all academic levels (Narvaez & Bock, 2014). While it is presented in a five-step format, it is designed to be implemented all at once (Narvaez & Bock, 2014). The five steps outlined by Narvaez and Bock are:

- Establish a caring relationship with each student;

- Establish a climate supportive of achievement and ethical character;

- Teach ethical skills across the curriculum and extra-curriculum using a novice-to-expert pedagogy;

- Foster student self-authorship and self-regulation;

- Restore the village: asset building communities and coordinated developmental systems;

Below, I will briefly outline what encompasses each step in the model and identify how each was present throughout the intervention.

Establish a Caring Relationship with Each Student

Educators are guided to nurture motivation and ethics engagement by creating educational climates that are supportive. The proposed method of achieving this climate is the development of caring relationships with each student (Narvaez & Bock, 2014). Narvaez (2011) explained that in a caring moral climate emphasis is placed on community feelings with the goal of creating an environment where students feel a sense of belonging to the educational community. Further, Narvaez (2011) encouraged educators to place an importance on fairness and implement a democratic process when possible in their educational environment. IEE also encourages educators to maintain humane educational environments and states that if done, students feel safer, engage in more learning, and moral character will be fostered. The IEE model does not include specific pedagogical practices that can be used by educators to create the environment called for (Narvaez & Bock, 2014); therefore, the following paragraph explains how the program coordinator operationalized the tenet when developing the intervention. This format will be used when explaining how each tenet was included in the intervention.

The intervention implemented this step in two ways in the classroom setting. First, prior to the start of the semester the program coordinator met with instructors to discuss the IEE model

and the educational environment called for by the model to facilitate moral growth. The goal of this conversation was to provide the instructors with the knowledge necessary to develop the caring relationships IEE called for. In addition, instructors were given the freedom to design their online course website to include personal touches like pictures and facts about themselves to set the foundation for developing caring relationships with students. While the college classroom does not allow for a completely democratic environment where student's make all classroom decisions, one of the academic courses that was part of the intervention included a case study assignment for each class where students chose the topic of discussion, giving them some control over the environment and course content. Outside of the classroom, students spent the entire year living on-campus in a LLC. While living in an LLC does not automatically facilitate the development of community, having students live together provided the opportunity for them to engage with one another outside of an academic setting. Thus, there is the possibility that the relationships that were developed in the LLC could have aided in the development of community within the classroom.

Establish a Climate Supportive of Achievement and Ethical Character

According to Narvaez and Bock (2014), educational environments should be structured in a manner that brings together intellectual and moral development in a social setting through active learning. Climate involves how those in the community treat each other, how individuals work together and make decisions, and the nurturing of feelings and expectations (Narvaez & Bock, 2014). Narvaez and Bock explained that educational climates should allow students to have a sense of self direction, develop autonomy, and have positive interactions with their peers that involve collaboration. Educators should provide the opportunity for students to help one another, act as role models for their students, and discipline in the form of coached character development (Soloman, Watson, & Battistich, 2002).

As discussed above, the meeting with instructors to discuss the course also included a discussion of the climate that needed to be developed in the classroom. Specifically, the intervention needed to provide students with the opportunity to engage with one another, develop autonomy, and have the instructors act as role models. Each class the instructor led a case study with student participation. This allowed the instructor to model their thoughts on the case, but also engage students in a dialogue to provide opportunities for the community as a whole to collaborate and discuss possible solutions to the case study. Throughout the courses there were group assignments where students had an opportunity to collaborate and help each other as they decided the best way to solve the different case studies. The goal of these practices was to foster a sense of community within the classroom.

Teach Ethical Skills Across the Curriculum Using a Novice-to-Expert Pedagogy

Narvaez and Bock (2014) outlined four key aspects of teaching ethical skills using a novice-to-expert pedagogy: 1) instructors provide examples to students and serve as role models; 2) instructors support students as they develop an understanding of basic concepts to more challenging ones with attention paid to understanding facts and developing skills; 3) students should be provided the opportunity to test a variety of skills in order to discover how they are related to one another; and 4) instructors encourage students to continue to build on what they are learning by seeking additional information (Narvaez, 2005; Narvaez, Bock, Endicott, & Lies, 2004).

During the pre-semester instructor meeting, the program coordinator highlighted for instructors how the curriculum had been developed to provide them the opportunity to teach students using a novice-to-expert pedagogy. For example, instructors were advised to be hands on during the first few weeks of the course helping students engage with in-class case studies. As the semester progressed, instructors were encouraged to provide students less guidance and

challenge them to further engage with the content and how it may relate to other aspects of their lives. The major content areas of this intervention taught ethics—with a focus on ethical knowledge and sensitivity—and leadership—with a focus on values, interests, and commitment. Therefore, the content of the courses included the use of a diverse set of frameworks on ethics, including classical, Asian, and care voice. During the course, participants also discussed ethics in leadership and leading imperfectly. A novice-to-expert approach was used to teach the ethical content of the course. Early in the course, instructors led their students in a case study on academic integrity and modeled for students how to apply the courses theoretical content to ethical issues they identified on campus and in their communities. Then, throughout the course, students had the opportunity to engage in the activities and test the variety of ethical frameworks they discussed in the class. Students were required to write three papers that each applied a different classical framework of ethical decision making to a set of decision. They had the opportunity to learn how different views on ethical decision making can be applied. The course and required assignments were designed to provide high levels of support at the beginning of the semester. As students' gained an increased understanding of the ethical concepts taught in the course less hands-on support was provided by instructors.

Foster Student Self-Authorship and Self-Regulation

Narvaez and Bock (2014) proposed that instructors foster their students' development of self-authorship and self-regulation by having them verbally explain their thought process while solving challenging problems. Further, they explained that when instructors model these behaviors in the classroom they give students an example of how they should monitor themselves when that are making a decision and working toward a goal (Narvaez & Bock, 2014). As with some of the previous steps, faculty led case studies provided instructors the opportunity

to model the behavior the IEE model recommends to assist students to develop self-authorship and self-regulation.

Following the same thought process Narvaez and Bock (2014) used when proposing instructor modeling of desirable behavior, the course also provided students the opportunity to listen to each other talk through their decision-making process during class discussions and group activities. While not specifically outlined by the IEE model, these opportunities allow for students who may be further developed to model self-authored and self-regulated behavior for their peers. Throughout the course students also had individual assignments that provided them the opportunity to engage in some self-authored and self-regulated behavior and gave instructors the opportunity to share individual feedback with each student to promote their development.

Building Communities and Coordinated Development System

According to IEE, moral development cannot happen in isolation. Rather, it requires an engaged community that provides a moral anchor and encourages the individuals' moral voice (Narvaez & Bock, 2014). Caring communities that set high expectations for their members and include engaged and involved leaders have an increased chance of developing morally-engaged members (Narvaez & Bock, 2014). Therefore, the intervention involved a variety of experiences in a number of settings to promote community development.

Due to the nature of the intervention as an immersive first-year experience, students lived together in a LLC throughout the year and took at least two classes (one each semester) with their peers in the program. As students learned about values, commitment, and multiple decision-making frameworks, they also had the possibility of interacting with each other outside the classroom. The goal of the LCC was to provide students the opportunity to build community in their residence hall; use the skills they were learning in the classroom to hold each other accountable to the moral standards of their community and the greater university community;

and encourage dialogue about moral decision-making. Thus, giving students the chance to more easily bring real-life moral dilemmas into the academic setting.

Research Questions

There are two research questions central to this study's purpose:

RQ1: Does moral development occur during the first year of college after participating in an IEE-based intervention?

RQ2: What effect do moral phase and sex have on the moral development that occurs during the first year of college?

Rational for the Method

A pre- and post-test method was used in this study to measure students' moral growth during their first year of college. At the beginning of their first semester of college (pre-test) participants completed a quantitative measure of moral judgment. During the final examination period of their second semester of college (post-test) students completed the same measure of moral judgment. This allowed for participants' pre- and post-test levels of moral development to be compared to understand the changes in participants' moral development after they participated in the IEE-based intervention.

The DIT2 was used as a measure of moral judgment in this study because it is valid and reliable (Bowman, 2011; Rest et al., 1999b). The DIT2 is a revised version of the Defining Issues Test, that is shorted, more streamlined, provides updated moral dilemmas, and purges fewer participants (Rest et al., 1999b). Developing the DIT2 allowed for clearer instructions to be created for the instrument and for the language used in the dilemmas to be updated so events like the Vietnam war were no longer written as occurring in present time (Rest et al., 1999b). The DIT2 generates a variety of scores, including the P and N2 scores. The P score measures participants preferences for post-conventional moral thinking. The N2 score takes the P score

and adjusts it based on participants' ability to discriminate between post-conventional moral thinking and lower levels of moral thinking (Maeda et al., 2009). The N2 score is an additional score that was added when the DIT2 was developed and it has stronger construct validity than the P score (Maeda et al., 2009).

There are a number of limitations to this study including not using a true experimental design with a random sample, not using a measure to discover if participants report experiencing any of the tenets of the IEE model, and comparing participants' scores to normed data with an unknown time of data collection. Not being able to employ a true experimental design is a common limitation education researchers face (Rest & Narvaez, 1991); therefore, while the findings generated based on the pre- and post-test design used in this study cannot be generalized back to the population at large, the method used allows for an understanding of the current study's participants' moral development. Currently, to my knowledge, a quantitative instrument to measure the extent that participants experiences the tenets of the IEE model does not exist. This research could lead to future studies that provide scholars the opportunity to develop such a measure. This study's participants' DIT2 scores were compared to normed data containing the mean P and N2 scores for first-year students. As the report containing the normed data (Dong, n.d.) does not indicate when during the first-year students took the DIT2 the ability to make conclusions based on these comparisons are limited.

Summary

Moral development has been identified as a desired outcome of college (ACE, 1937; AAC&U, 2005, 2007), and researchers have found that a variety of different aspects of the college experience have positive effects on student's moral development (Lies et al., 2012; Mayhew et al., 2010; Mayhew et al., 2012a, 2012b; Mayhew et al., 2015; Mayhew & King, 2008; Parker, 2017; Parker et al., 2016).While there have been numerous studies that focused on

college student's moral development, few, if any, have investigated an IEE-based intervention implemented in a college environment. The purpose of this study was to investigate first-year college students' moral development as they participated in an IEE-based first-year experience program. The study used a pre- and post-test design to understand participants' change in moral development during their first year of college. The DIT2 was used to measure participants' moral judgment (Rest et al., 1999b).

Organization of the Thesis

This thesis is organized into five chapters. The first chapter introduced the study, provided a description of the theoretical framework used, outlined the study's research questions, and briefly explained a rationale for the method used. Chapter two summarizes the relevant literature on the topic of college student moral development. The third chapter explains the method of the study including information about participants and data collection procedure. Chapter four outlines the data analysis that was conducted and reports the results of the study. The final chapter discusses the findings of the study in relationship to other researchers' findings, shares recommendations for practice, and provides a direction for future research.

Chapter 2: Literature Review

College students make ethical decisions on a daily basis. They must decide if they are going to follow university policies and rules, if they are going to abide by standards of academic integrity, and how they will treat their peers on campus and in the classroom and residence halls (Burroughs & Barakukas, 2017). The educational nature of colleges and universities provides the optimal opportunity for students to learn and grow from their mistakes, because once students leave their institutions they will continue to face ethical decision in their personal and professional lives; however, the consequences may no longer be grounded in opportunities for learning and growth (Corcoran & O'Flaherty, 2016). Moral education is the practice of engaging students in activities and practices that facilitate moral development. The goal of moral education is not for students to display perfect moral behavior, but to develop a strong commitment to self-authored moral values (Juujarvi, Myyry, & Pesso, 2010). Facilitating moral development has been a goal of higher education throughout history (Colby et al., 2003).

History of Moral Education

Developing students as moral beings has been a cornerstone of higher education in the United States (US) throughout history. From the founding of Harvard in 1636, through the 19th century, educators believed knowledge and morality were interconnected, and that higher education should facilitate both areas to prepare students for their future (Colby et al., 2003). Early postsecondary institutions were all connected to religious denominations and had the goal of training students to be ministers and leaders in society. With the revolutionary war and the separation of church and state, higher education transitioned to a traditional liberal education. Until the late 1800s the standard course of study all students engaged in included courses in moral philosophy (Colby et al., 2003). Developing students as moral beings was believed to be critical in ensuring they could engage in political and social life once they graduated. Higher

education's commitment to moral education did not end when the Morrill Act of 1862 set the foundation for providing students a more practical education. While the way education was delivered began to change, moral education was still present even though administrators and faculty did not have a clear understanding of which approaches to moral education were most effective (Colby et al., 2003).

Since the expansion of higher education, moral education efforts have been in transition. When institutions began to follow aspects of the German research model the classical curriculum began to disappear as faculty members and their disciplines increasingly specialized. Losing the holistic pedagogy present in the classical curriculum meant the responsibility for moral education in US higher education was now shared between faculty and administrators (Colby et al., 2003). Since the US began to adopt the German model of higher education, institutions have been viewed as 'values free;' however, this has not truly been the case (Brubacher & Rudy, 1997). US higher education has always strived for its students to engage in disciplined citizenship— arguably a form of moral education—and the presence of student misconduct on campuses across the country has always played a role in shaping the administrative structure of postsecondary institutions and the curriculum. For example, as faculty members' focus shifted toward research, campus administrators were then required to oversee student life and campus discipline (Horowitz, 1987; Rudolph, 1962). While there has been a belief in values-free education, the US system of higher education has involved moral education throughout history. What changed were faculty members and administrators approach to including moral content in the curriculum.

The implementation of the GI Bill after World War II changed the makeup of the student body. Access to education was now available to older students who had more fully developed moral orientations and were more interested in vocational majors such as business and

journalism compared to their traditional aged peers. Changes in students' reasons for attending college, along with an increasingly diverse student population added to the difficulty of educating for moral development. Specifically, adult students began to enroll at institutions of higher education and many believed they had already achieved necessary levels of moral development (Colby et al., 2003).

As institutions competed for government funding, research and scholarly findings were being used at the service of the public. In the 1960s, students became critical of institutions' claims to be free of values (Brubacher & Rudy, 1997). The question became not if institutions were values free or not, but whose values were being espoused. *In loco parentis* (in lieu of the parent), the traditional relationship institutions adopted with their students, was viewed to contribute to moral education (Rudolph, 1962). After the death of *in loco parentis* following *Dixon v. Alabama* in 1961, many colleges began to re-envision their relationship with their students and lost their commitment to moral and civic education (Colby et al., 2003); however, since then, society has become increasingly unhappy with these changes.

Toward the end of the 20th century, reports began to emerge discussing crime rates in relation to colleges, student disorder, and a lack of civility on campuses across the US (Boyer, 1987; Carnegie Foundation, 1990; Wingspread Group, 1993). These conditions led contemporary US society to be dissatisfied with the behaviors and learning outcomes of college, inspiring institutions to recommit to educating students to be responsible for their actions using ethics as a framework (American College Personnel Association [ACPA], 1996; AAC&U, 2004a, 2004b; Swaner, 2004, 2005). Business and academic leaders labeled moral development—a core charge found in the mission statement of almost a third of US colleges and universities despite the move toward values free education—an essential learning outcome for the 21st century (Meacham & Gaff, 2006).

With the renewed call for higher education to educate students as moral beings, a number of exemplary institutions (e.g., California State University, Monterey Bay; Duke University; Turtle Mountain Community College; United States Airforce Academy) have been identified as leaders in modern moral education (Colby et al., 2003). Education for moral development is currently happening across US higher education, and we need to continue to develop strategies that enhance moral development for today's society. Ultimately, US higher education has been and continues to be committed to moral education; yet few scholars have empirically tested approaches to achieving these learning outcomes.

Moral Education and Higher Education Today

Understanding moral development and the effect that colleges and universities have on students' level of moral development is a major concern of the federal government, national associations, and accrediting agencies (Mayhew et al., 2012a). Citing employers and faculty perceptions of what is deemed essential knowledge for success in the 21st century, the AAC&U (2005, 2007) made a renewed call for moral development to be a key outcome of a students' college experience. Scholars have supported this position finding that students with evidence of personal and social responsibility (PSR)—a construct that includes moral and ethical development—on their resume were more likely to be selected for a job than their peers who did not show evidence of PSR (Daugherty, 2016). As outlined in the previous section, society expects higher education to provide students with the opportunity to develop morally; however, students do not always arrive at colleges and universities ready to be challenged to engage in this type of learning.

Ideally, postsecondary education should build on the moral development that occurs prior to college. K-12 education should provide a foundation of formalized moral education; however, moral education is not consistently implemented in schools prior to college (Burroughs &

Barkaukus, 2017). Therefore, it cannot be expected that students will arrive on college campuses with high levels of moral development or the ability to engage in ethical education as an exercise in self-authorship. Educators cannot expect students to arrive at their institutions willing to reexamine the moral and ethical dimensions of their lives, so educators must be intentional about the approach they take to implementing moral education (Mayhew et al., 2012a).

Researchers have found that moral development occurs throughout the undergraduate experience (King & Mayhew, 2002; Mayhew et al., 2016; Pascarella & Terenzini, 1991, 2005); however, formalized moral education is not currently widespread in the college curriculum or co-curriculum. College and university campuses provide environments that immerse students in new world views and a variety of social contexts. Throughout their experience, students have the opportunity to engage in reflection and receive the appropriate challenge and support required for increases in moral developments, but this structure is not consistently present. To enhance the moral development that is already occurring, moral education needs to be included in an overt manner (Corcoran & O'Flaherty, 2016). Educators should be intentional about incorporating questions that challenge students to reflect on moral and ethical decision-making in the classroom and across campus during co-curricular activities and programming (Brandenberger & Bowman, 2015). Student affairs practitioners interact with students in a variety of environments that would allow them to implement moral education, but as a field, there is often a greater focus on entertaining students rather than facilitating intellectual and moral growth. Grounding programming and events in theory with learning outcomes that can be tested is one way to reframe student affairs work to facilitate the moral growth of students (Dungy, 2012). To create testable programs and interventions it is important to understand when moral development occurs during college.

Moral Development During College

Obtaining some sort of postsecondary education has a positive effect on moral development. Researchers have discovered that there is a strong relationship between higher education levels and higher levels of moral development (Maeda et al., 2009), and significant increases in moral reasoning have been found to occur throughout college (King & Mayhew, 2002). Participating in higher education provides students with the skills and experiences to be able to make decisions using higher order levels of moral judgment and reasoning. Academic achievement has also been linked to increased level of moral development. Prior academic achievement (Corcoran & O'Flaherty, 2016) and attending an institution with a higher academic ranking have both been linked to students' increased levels of moral development; however, lower levels of academic achievement do not inhibit moral development (Maeda et al., 2009). Therefore, researchers suggest that all students have an opportunity to develop as moral beings throughout their college experience. These findings are significant because they indicate that regardless of a students' intellectual capacity and prior experiences, there is potential for them to experience moral growth during their college experience, and faculty and staff at their institutions can play a role in their development.

Moral development is an active process that can occur when students engage with their peers and instructors. High quality teaching, interacting with peers, being challenged by faculty who ask thought provoking questions, and applying course concepts to one's real world experience all had positive effects on moral development (Mayhew et al., 2010). Maeda and colleagues (2009) found that gaining a liberal arts education lead to enhanced levels of moral development during a students' college experience. These findings support Pascarella and Terenzini's (1991, 2005) claims that the features of a liberal arts education have an influence on moral development. Collectively, these findings support the idea that students can develop

morally, and that this development can occur throughout the college experience. King and Mayhew (2002) urged researchers to continue to investigate specific practices that enhance students' moral development. They suggested that college educators find interventions that were successful in K-12 education and apply them to higher education because well-designed intervention studies would be necessary to continue to learn about how and when moral development occurs for college students. A variety of studies have been conducted to learn about how and when moral development occurs for college students and the effect of specific experiences on moral development; however, few, if any, have tested interventions originally developed in the K-12 setting and then applied to higher education.

<div align="center">**Experiences that Affect Moral Development**</div>

Studies have been conducted to discover if a variety of experiences college students have affected their moral development, including academic courses that expose students to diversity and overt moral and ethical content; pedagogical strategies like case studies, service learning, and deep learning, and out of the classroom experiences such as, student employment, student organization involvement, internships, and interactions with faculty members outside the classroom. This section will bring together the research on specific college experiences that have been found to have a positive effect on moral development.

Moral Development in Academic Courses

Diversity courses. A number of studies have been conducted to discover the effect that courses that include specific diversity content had on students' moral development (Hurtado, Mayhew, & Engberg, 2012; Mayhew & Engberg, 2010; Mayhew et al., 2012a; Parker, Barnhardt, Pascarella, & McCowin, 2016). Mayhew and colleagues (2012a) found that students in the transition phase of moral development—those open to considering moral dilemmas from multiple viewpoints (Bebeau & Thoma, 2003)—experienced moral growth when participating in

a course with diversity related content that was connected to historical content. In the same study, students in the consolidation phase—those more likely to solve moral issues with a consistent process (Bebeau & Thomas, 2003)—were found to have a single-minded view suggesting they may not have been able to engage in developmental process such as perspective-taking (Mayhew et al., 2012a). While taking a diversity course was found to be positive for some students, those in the consolidation phase may not receive the same benefits from similar courses because they may not have the ability to take the perspective of those different to them into consideration. Scholars have supported these findings (Hurtado et al., 2012; Parker et al., 2016). For example, controlling for participants' pre-college propensities and experiences, Parker and colleagues (2016) found that taking at least one diversity course has a positive relationship to student's scores on a measure of moral reasoning. This study did not separate participants by moral phase and compared students solely based on if they had taken a diversity related course, the findings suggest that taking a diversity related course had a larger effect on moral development after four years, rather than during the first year of college (Parker et al., 2016).

Ethics courses. Along with diversity courses, courses that involve overt ethical content have also been found to have a positive effect on moral development (Mayhew & King, 2008). Applying a model of moral education in a college class was found to increase students' awareness of multiple perspectives and ability to restructure ideas to have a broader understanding of the concepts (Aalberts, Koster, & Boschhuizen, 2012). Using a quasi-experimental, pre- and post-test design it was found that students in one section of a major-specific ethics course had increases in moral judgment, but another section did not. Differences in pedagogical methods and instructional style could have accounted for the variation in results between the sections (Auger & Gee, 2016). In a similar study, Walling (2015) found that using active learning, such as case studies, in a discipline specific ethics course helped participants

develop a new identity as a moral agent and helped students understand ethical decision-making as a practice. While ethics courses have been linked to moral development and the development of an identity as a moral agent, research needs to be conducted to discover the specific effects of different methods of teaching ethics courses.

Pedagogical approaches. While courses that incorporate concepts surrounding diversity, social justice, and overt moral and ethical content have been found to have positive effects on moral development, researchers have been encouraged to test interventions designed to increase moral development (King & Mayhew, 2002). Beyond testing interventions, moral psychology should inform pedagogical practice because psychological theories can help educators understand the mental processes that produce moral judgment (Murphy, 2014). The goals of courses with a focus on moral and ethical development should include increasing sensitivity to the position, needs, and viewpoints of others; motivating student to act morally; providing knowledge on a variety of moral principles; and helping students frame decisions as ethical ones (Murphy, 2014). Studies have been conducted to test a variety of pedagogical approaches with varied results.

Curricular content. Mayhew and King (2008) studied five courses—two that included explicit moral content, two that included implicit moral content, and one that did not include moral content—to understand the influence different methods of including moral content had on college students' moral development. Further, they investigated ten pedagogical strategies to understand their effect on students' moral development. Mayhew and King found that explicitly including moral content into the curriculum fosters moral growth. They posited that doing so could increase students' ability to discuss moral issues, provide opportunities to engage in perspective-taking, and practice moral decision-making. Additionally, they found a correlation between moral growth and three pedagogical strategies (active learning, reflection, and faculty-

student interaction), after developing regression models they found that the pedagogical strategies effect was low when compared with other factors (Mayhew & King, 2008). Mayhew and King concluded that while none of the specific pedagogical strategies they investigated had strong predictive relationships with moral growth, creating a safe, supportive academic environment where students could engage in thoughtful discussion and ask questions about moral issues were important for promoting the development of moral reasoning. Therefore, it may not be the specific strategy that an instructor implements that influences a student's growth, but rather the environment created by the instructor that matters most. Other scholars have supported these findings, suggesting that exposing students to curricular content that challenges them to think about their position in relation to others during the first year of college provides the opportunity for moral growth (Mayhew et al., 2010). Mayhew and colleagues (2010) proposed that faculty members could frame present day issues using historical content to help students gain a broader perspective with the goal of aiding them in making decisions with a focus on society rather than self. Other researchers have found support for strategies like case studies, service learning, and deep learning.

Case studies. Walling (2015) argued that ethics pedagogy should encourage experimentation and active participation by students. Therefore, case studies were tested as an approach to teaching applied ethics. Case studies are a successful strategy because they make students think about the decision-making process based on behavior rather than students thinking that behavior will follow their thought process. Furthermore, Walling posits that students' emotions may influence their behavior and motive them to engage in prosocial behavior when using case studies as a pedagogical strategy. The study's results found that when students were taught using case studies they had a greater ethical commitment. It was clear that student development was occurring and that students used their emotional state to inform their

understanding of how to solve the ethical issues they faced. A key to the case study approach is ensuring the case studies used are relevant to the learners (Walling, 2015).

Service learning. Participating in a course that implements aspects of service learning or a service-learning project was found to lead to increases in students' moral reasoning development (Lies et al., 2012). Service learning is a, "Pedagogical strategy that integrates meaningful community service with instruction and reflection to enrich learning, teach civic responsibility, and strengthen communities (Lies et al., 2012, p. 189). Specifically, the largest increases in moral development were found when the course included explicit moral content (Lies et al., 2012). Implementing a service-learning model of teaching ethical content could have a major positive influence on students' moral development.

Deep learning. Exploring unfamiliar diverse perspectives and synthesizing and integrating the information learned into meaning making for oneself is referred to as deep learning (Ramsden, 2003; Tagg, 2003). Mayhew and colleagues (2012b) found that there was a significant positive relationship between deep learning and moral development. Specifically, students who engaged in practices of deep learning scored higher on a measure of moral reasoning. While researchers have found that a number of approaches to enhance students' moral development have been successful there are still theories and strategies, like IEE, that have yet to be tested in the college setting.

Moral Development Outside the Classroom

In addition to their academic experiences, engagement in activities outside the classroom setting also have a strong influence on student development (Dalton & Crosby, 2012). Since US higher education shifted away from the classical curriculum, advancing the moral mission of institution has not been the sole responsibility of academic affairs and faculty members. Now, student affairs practitioners have been charged with infusing moral development into the co-

curriculum (Dalton & Crosby, 2012). Similarly, O'Neill (2011) identified that the responsibility for moral education has been shifting to student affairs practitioners. She explained that this transition is causing students to struggle to make moral and ethical decisions because their experiences are split between their curricular and co-curricular experiences. Therefore, she proposed that academic and student affairs come together and share responsibility for the moral development of students.

Current effective practices. While a limited number of studies address the effects specific co-curricular activities have on students' moral development, those that have been investigated have shown positive results. Practical experiences such as student employment and student organization involvement have been found to lead to increases in moral judgment (Craig & Oja, 2013), and internships that provide students with active engagement in ethical problem solving where found to lead to gains in moral development (Craig & Oja, 2013; Sisola, 2000). Interactions with faculty members outside of the classroom were also found to have a positive effect on moral development (Parker, 2017). Using a longitudinal, multi-institutional design, Parker found that students who interacted with faculty members in a non-classroom setting were found to have positive moral gain after four years of their college experience.

Practices that could be effective. A number of co-curricular activities and experiences have been found to have positive effects on student outcomes but have yet to be connected to increased moral development. Involvement in LLCs provide students the opportunity to live in a community with shared interests and participate in additional programming. This can give students who participate the opportunity to have engaging interactions and open dialogue with their peers (Howe & Fosnacht, 2017). While the effects of LLCs on moral development were not specifically studied, the characteristics of learning communities were found to be a high impact practice that facilitated long lasting developmental outcomes (Howe & Fosnacht, 2017).

Therefore, they are environments that could naturally facilitate moral development and would provide a prime opportunity for student affairs practitioners to implement community-based programming with the goal of moral development. Similarly, Kuh (2008) explained that exposing students to ideas that are viewed as controversial within a trusted group can facilitate positive growth on a variety of student outcomes. Discussing controversial ideas as a method for facilitating moral development is supported by Noddings and Brooks (2017) and could be used to help students build important skills for moral development like empathy and perspective taking. Experiential learning activities, like undergraduate research and internships, have also been found to have a positive connection to student development (Gilbert, Banks, Houser, Rhodes, & Lee, 2014). Craig and Oja's (2013) findings support the idea that practical experiences like internships facilitate moral development; therefore, it is possible that other experiential learning activities such as participating in research could have a similar outcome. Further research needs to be conducted in these areas to discover which specific co-curricular activities and experiences effect moral development to provide practitioners with evidence-based practice that are linked to moral development.

Institutions as Moral Role Models

Role models serve and important function in moral development (Liddell, Cooper, Healy, & Stewart, 2010; Sanderse, 2013), and institutions of higher education serve as role models for their students when it comes to ethical behavior. It is not enough to just tell students they need to act ethically. Institutions need to serve as role models for the behavior they expect from their students (Seligsohn, 2016). While institutions should serve as role models for students, it can be difficult for students to identify with their institutions as a role model; however, faculty, student affairs practitioners, and other students can and do play this role on their specific campus (Liddell et al., 2010). Many students do not realize that they have role models in their lives that

influence them, and most of the role modeling that occurs in educational settings is done implicitly (Sanderse, 2013). Sanderse (2013) advocated for the development of mentoring relationships to facilitate growth. This is an important factor of moral development (Liddell et al., 2010) and should be considered as institutions, faculty, and practitioners continue to develop interventions with the goal of facilitating moral learning and development.

<div align="center">**Theories of Moral Development**</div>

Three theories of moral development influenced this study and the IEE model: Kohlberg's (1975, 1976) stage theory; Rest, Narvaez, Bebeau, and Thomas's (1999) neo-Kohlbergian theory, and Gilligan's (1982) ethic of care. These theories outline the psychological development individuals go through to achieve higher levels of moral reasoning and decision-making and provide a theoretical foundation for this study. Thus, expanding on the theoretical framework explained in the introduction.

Kohlberg's State Theory

Kohlberg's work related to social equalities, democratic ideals, and issues of distributions of justice that have the possibility of facilitating the development of moral reasoning (Mayhew & Engberg, 2010). Kohlberg (1975, 1976) developed a stage theory with six stages and three levels. Each level of Kohlberg's theory—*pre-conventional, conventional,* and *post-conventional*—holds two stages. When individuals are in the *pre-conventional* level they define right and wrong based on the consequence (reward, punishment, etc.) that would result from their action. Throughout this level, the focus is self-serving with the goal of avoiding punishment. The *conventional* level is where individuals define morally right and wrong based on authority figures. Specifically, the focus is on pleasing authority figures, abiding by fixed rules, and maintaining social order. It is important to note that Kohlberg believed that most people would not move past the conventional level of moral development. Those in the *post-conventional* level have an understanding of

morality where right and wrong are individually decided based on validity and application of values as defined by the individual. Some people who reach this level base their moral decisions on self-chosen, critically examined ethical principles (Kohlberg, 1975). While individuals do reach the post-conventional level, very few reach stage six of Kohlberg's theory.

Researchers have confirmed that Kohlberg's theory has stage validity, where each stage has been found to be different (Colby & Kohlberg, 1987; Hart, 1992; Kohlberg, 1984). It has also been found to be have cross-universality, where stages one through four have been identified as present in nearly all cultural groups (Snarey, 1985; Snarey & Samuelson, 2014). Gilligan (1982), however, has challenged Kohlberg's theory suggesting that his model did not fit women and inferred that women were not as morally developed as men. Researchers have found significant evidence that there is no gender bias based on current standardized scoring systems for Kohlberg's theory (Barbeck & Shore, 2002; Snarey & Samuelson, 2014; Walker, 1984). While Kohlberg's theory has been criticized by scholars like Gilligan, it has been shown to be generalizable in a variety of ways and was built upon by Rest and colleagues (1999a) as they developed their neo-Kohlbergian approach to moral development.

Rest and Colleagues Neo-Kohlbergian Approach

Rest and colleagues (1999a) neo-Kohlbergian approach addressed a variety of criticisms towards Kohlberg's theory from psychologists and philosophers. Kohlberg's approach was singular, only focusing on moral judgment; whereas the four-component model of the neo-Kohlbergian approach brings behaviors—the requisite components of ethical behavior include: *moral sensitivity, moral judgment, moral motivation,* and, *moral action*—into the equation (Rest et al., 1999a). The neo-Kohlbergian approach also involves two schemas that describe how individuals make moral judgments of what it right and wrong, the *maintaining norms* schema and the *post-conventional* schema (Rest et al., 1999a).

Four component model. *Moral sensitivity* refers to an individual's ability to view a situation, recognize the ethical dimensions of the situation, and understand that it could have more than one appropriate moral response. This includes, reflection on how different courses of action would affect those involved and imagining possible chains of events that could occur (Liddell & Cooper, 2012; Rest et al., 1999a). The ability to make a decision on which act would be most morally justifiable encompasses moral judgment. *Moral judgment* is the cognitive facet of morality. Specifically, it involved making a decision based on which act is the fairest or most just in a particular situation (Liddell & Cooper, 2012; Rest et al., 1999a). One's level of commitment to engage to engage in moral actions and placing a higher degree of importance on moral values are the key factors of *moral motivation* (Rest et al., 1999a). Those with high levels of moral motivation will put their personal interests aside when they are faced with a moral dilemma and will be committed to making the morally right decision (Liddell & Copper, 2012). *Moral action* brings together the other components of the model and puts them into action. Rest and colleagues (1999a) describe this facet of the model as being persistent and overcoming challenges when striving to achieve moral growth.

Schemas. Derived from Kohlberg's "law and order" stage in the conventional level of his theory, the *maintaining norms* schema is when individuals understand that society needs standards, such as laws, to function. Those that are in this schema hold the belief that if everyone followed the laws and norms of society everything would be morally just (Rest et al., 1999a). Functioning in the maintain norms schema involves having stable norms across society so that each action taken by an individual is not debated as right or wrong. Rather, the standard for right and wrong are set by societal norms (Rest et al., 1999a). Key features of the *post-conventional* schema are that rights and duties are not based on social norms, but on shared ideals that can be used to structure community (Rest et al., 1999a). When functioning in this schema, individuals

understand that laws and contracts are social arrangements that are set but can be changed and altered. In this schema, duties come from individuals' moral purpose rather than norms. Therefore, laws can be changed and renegotiated (Rest et al., 1999a).

Gilligan's Ethic of Care

First introduced by Gilligan (1982), the ethic of care approach to moral development is relational in nature and focuses on care rather than justice. The theory argues that for some individuals, their relationships with others hold similar weight with the value one places on self-care (Patton, Renn, Guido, & Quaye, 2016). While Gilligan's theory has previously been understood as a feminine approach to moral decision-making, men and women have been observed to make moral decisions based on relationships and care. An example of this is when Gilligan was teaching a section of one of Kohlberg' courses. A discussion occurred about the ethics of resisting the Vietnam war draft. Gilligan noticed that all the men went silent and did not want to discuss it. This was because, some of their rationale for resisting the draft was based on their relationships and feelings. If they had expressed these feelings they would have sounded like women and have been scored at a lower stage of Kohlberg's theory (Gilligan, 2011). All individuals to some degree make ethical decision that are influenced by their relationships and feelings. Gilligan's (1982) theory has three levels with a transition between each level. The levels move from placing value on oneself, through caring for others and viewing nonviolence as the foundation of morality (Patton et al., 2016).

IEE and Theories of Moral Development

IEE (Narvaez, 2006; Narvaez & Bock, 2014) brings together aspects of care and justice to educate for moral development. IEE calls for educators to build caring relationships with each student and to build a strong community that fosters coordinated developmental systems. Therefore, relationships between the educator and the students and between the students

themselves are important aspects of IEE to foster moral development. IEE encourages educators to teach ethical skills across the curriculum in an over manner. This focus on ethical skills includes aspects of justice where students are challenged to self-author their own moral principles, a key aspect of the post-conventional stage of Kohlberg's theory and the post-conventional schema in Rest and colleagues neo-Kohlbergian theory. Throughout IEE, Narvaez and Bock call for educators to bring together care and justice in order to facilitate moral growth in students.

Chapter 3: Methodology

Purpose

The purpose of this study was to investigate first-year college students' changes in moral development after their participation in a first-year experience program based on an interpretation of the IEE model (Narvaez, 2006; Narvaez & Bock, 2014). While current literature suggests that moral development occurs during college, few studies have investigated the effect of interventions specifically designed to facilitate students' moral growth. A clear gap in the literature has been identified in regard to understanding how specific interventions and environments foster moral growth, and scholars have been urged to conduct studies to fill this void (Brandenberger & Bowman, 2015; King & Mayhew, 2002). This study seeks to gain a preliminary understanding of students' change in moral development after they participate in a program that uses an interpretation of the IEE model as its theoretical foundation.

Research Questions

Two research questions guided this study:

RQ1: Does moral development occur during the first year of college after participating in an IEE-based intervention?

RQ2: Do moral phase and sex have an effect on the moral development that occurs during the first year of college?

Method

Participants

Participants (*n*=18) were first-year undergraduate students at a large, public, four-year institution in the southeast. Participants were recruited from an interdisciplinary university honors leadership program that applied the IEE model across the curricular and co-curricular experiences in which students participated. To be eligible, participants had to be enrolled as first-

year students during the Fall 2017 semester, be a member of their honors program's LLC, and

take leadership classes with their peers in the program. Participants had to be enrolled in an

ethics and leadership course during the Spring 2018 semester to be eligible to participate.

Participant demographic information is presented below in Table 1.

Measure

The Defining Issues Test, Version 2 (DIT2) was used as it is a valid and reliable measure

of moral judgment. The DIT2 asked participants to read five scenarios that are considered moral

dilemmas and then asks them to rate statements that describe how they might respond to the

dilemma (Rest et al., 1999a). The DIT2 generated four scores: The P score, N2 score, MN score,

and the personal interest score (Maeda et al., 2009).

The P score measures an individual's preference for post-conventional moral thinking.

Participants with higher P scores focus on duties derived from their own self-authored, critically-

examined moral purpose rather than from societal norms and laws (Maeda et al., 2009; Rest et

al., 1999a). The N2 score adjusts the P score based on individual's ability to differentiate

between items that show post-conventional thinking and items that show lower stages of moral

thinking. The MN and personal interest scores both measure the degree participants emphasize

lower schemas of moral development (Maeda et al., 2009). This study used the P and N2 score to

learn about participants' moral growth toward the post-conventional level.

Participants' DIT2 responses were also used to determine their developmental phase. The

phase is used to indicate if a participant could distinguish between the different moral schema or

not. When in the transition phase, participants' responses indicated that they did not clearly

discriminate between the three moral schema. Participants whose responses indicated that they

Table 1.

Participant Demographics

Demographic	*n*	%
Age		
18	6	33%
19	12	67%
Gender		
Female	9	50%
Male	9	50%
Race/Ethnicity		
Caucasian/White	16	89%
Asian/Pacific Islander	2	11%
Religion		
Christian	13	72%
Not Religious	3	17%
Hindu	2	11%
Political View		
Very Liberal	2	11%
Somewhat Liberal	5	28%
Neither Liberal nor Conservative	2	11%
Somewhat Conservative	7	39%
Very Conservative	2	11%

were able to distinguish between the schema and were consistently responding in one phase were in the consolidation phase (Bebeau & Thoma, 2003).

Procedure

This study is the first stage of a larger longitudinal study and served as the pilot round of data collection. The larger study will measure two cohorts of participants' moral development throughout their college experience. Figure 1 shows the current study's place within the longitudinal study. This initial study used a pre- and post-test design to focus on participants' first year of college and their experience in the intervention based on an interpretation of Narvaez's (2006; Narvaez & Bock, 2014) IEE model.

Pre-test. Pre-test DIT2 measures were originally collected as program assessment data and participants gave consent for their responses to be used in this study when completing the post-test. The DIT2 was administered via online survey after participants had accepted admission to their institution and honors program. All participants completed the measure by the end of the second week of their first semester of classes.

Post-test. Participants completed the post-test measure during the final week of their second semester of college after participating in the IEE-based intervention. Participants were asked to participate during the final exam session of the ethics and leadership course and were given time to do so. Instructors provided participants with the link to an online survey to provide informed consent and complete the DIT2 measure. Participation in the study was voluntary, participants could withdraw at any time, and participation was not linked to a course grade. All procedures were approved by the Institutional Review Board.

Data Analysis

The sample used in this study was drawn from the larger population of students enrolled in an interdisciplinary honors leadership program. Descriptive analysis was used to understand

Current Study

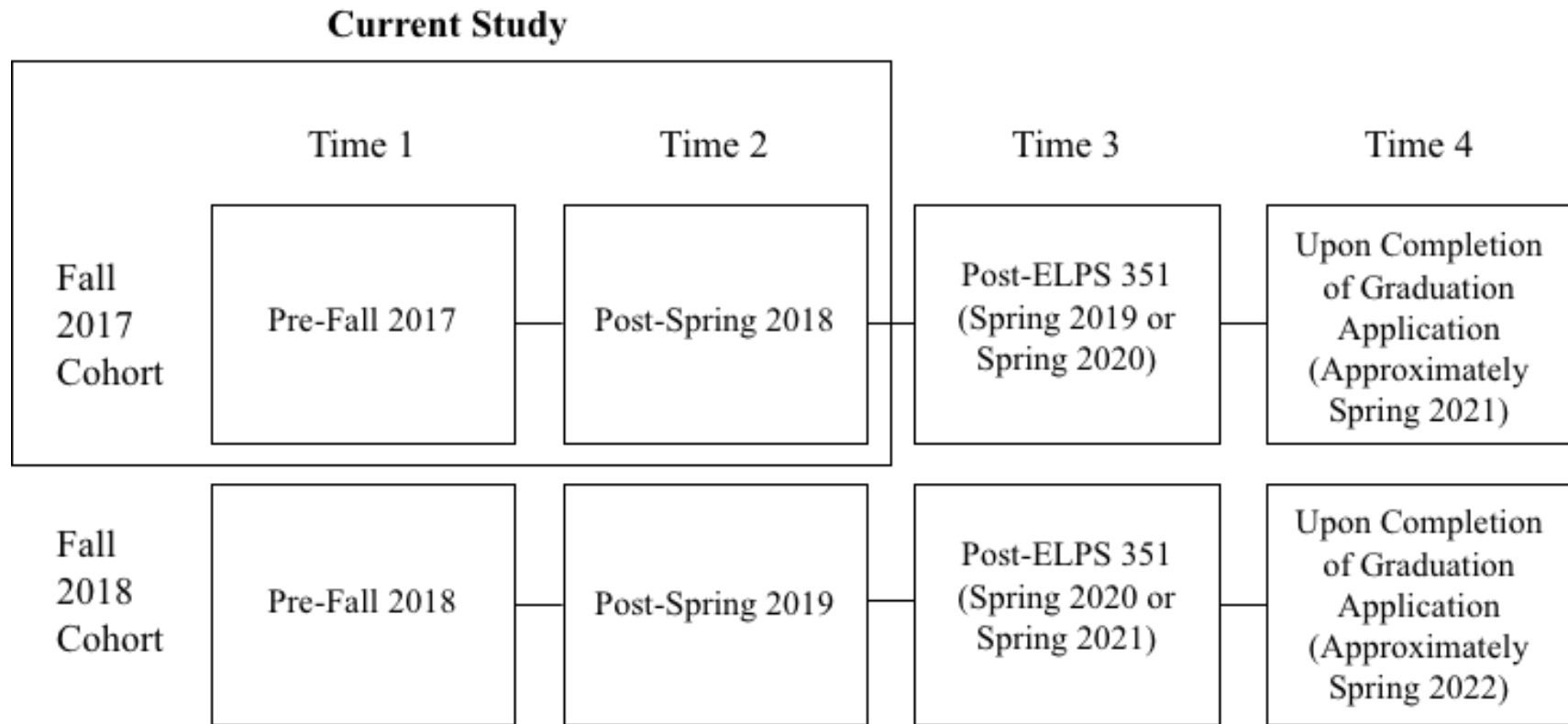|	Time 1	Time 2	Time 3	Time 4
Fall 2017 Cohort	Pre-Fall 2017	Post-Spring 2018	Post-ELPS 351 (Spring 2019 or Spring 2020)	Upon Completion of Graduation Application (Approximately Spring 2021)
Fall 2018 Cohort	Pre-Fall 2018	Post-Spring 2019	Post-ELPS 351 (Spring 2020 or Spring 2021)	Upon Completion of Graduation Application (Approximately Spring 2022)

Figure 1.

The Current Study's Place in the Large Study

participants' change in moral development during their first year of college. Percent changes were calculated to compare the average change in participants' level of moral development. Additionally, participants were also grouped by self-reported sex and developmental phase to understand if those individual characteristics influenced participants' moral development. Percent changes were calculated to investigate participants' change in moral development based on the group. One sample *t*-tests were conducted to compare the current study's participants' P and N2 scores to normed scores for first-year college students reported by Dong (n.d.). Throughout the analysis both P and N2 scores were used to understand participants' development toward the post-conventional schema and their ability to discern between schema.

Limitations

Limitations of this study include not employing an experimental design, not using a measure to discover if participants report experiencing the tenets of the IEE model, a small sample size of only 18 participants, and limited abilities to generalize the results to the population. Not being able to employ a true experimental design is a common limitation faced by higher education researchers (Rest & Narvaez, 1991); therefore, a pre- and post-test design was used to measure change during the first year of college. It is important to note that this method yielded some results that suggest the IEE model may have facilitated change in students' moral development, but specific experiences that participants learned from could not be identified in this study. There is not currently a quantitative instrument that measures if a participant has experienced a tenet of the IEE model. This research aims to set the foundation for the possible development of an instrument to measure if and to what extent participants are experiencing the tenets of the IEE model. Due to the nature of this study as the pilot for a multi-cohort, longitudinal study, a small sample was yielded; however, the findings of this study set the foundation for studying a second cohort of participants. As the sample collected was not random,

the study was limited to using descriptive analysis. Therefore, while the observed changes have practical implications for instructors and student affairs practitioners, the results are not generalizable to the population at large. Further, the significance of the results of the one sample *t*-tests that were conducted are limited because the report containing the normed data does not report when during the first-year students in the data set took the DIT2.

Summary

The goal of this study was to investigate if an intervention designed using an interpretation of the IEE model as a framework influenced students' moral development. A pre- and post-test design was used to examine if the intervention had an effect on participants' level of moral development. Participants were recruited from an honors leadership program and to be eligible participants had to enroll in and complete an ethics and leadership course during the Fall 2018 semester. Program assessment data was used as the pre-test measure and participants completed the online DIT2 instrument at the end of their first year of college serving as the post-test measure. Descriptive analysis and one sample *t*-tests were used to understand participants' changes in moral development while participating in the IEE-based intervention.

Chapter 4: Results

The purpose of this study was to investigate the change in first-year college students'

moral development after participating in a year-long intervention based on an interpretation of

Narvaez's (2006; Narvaez & Bock, 2014) IEE model. The DIT2, a quantitative instrument, was

used to measure students' level of moral development. This study focused on participants'

development toward the post-conventional schema of moral development; therefore, the P and

N2 scores generated by the DIT2 were used in the analysis. This chapter will (1) share how the

data was scored and cleaned and introduce the data analysis method; (2) describe the

demographic characteristics of participants with complete pre- and post-test scores; and (3) share

the results of the data analysis conducted to understand participants' overall change in moral

development and if changes in moral development differed based on participants' self-reported

sex or pre-test phase of moral development.

Data Analysis

Participants' completed pre- and post-test DIT2 measures were scored by the Center for

the Study of Ethical Development at the University of Alabama. The score report generated by

the Center for the Study of Ethical Development included a P score, N2 score, and moral phase

for each participant among other measures not used in this study. The higher a participant's P

score the more likely they make decision in the post-conventional schema. The N2 score adjusts

the P score and indicates a participant's ability to discern between the post-conventional schema

and lower schema (Maeda et al., 2009). After the scored DIT2 results were received,

participants' personal identification codes were used to match pre- and post-test scored to create

the data set used in this study. After some participants' submissions were purged by the Center

for the Study of Ethical Development because they did not contain enough information to be

scored, 18 participants with pre- and post-test scores remained whose scores were used in the analysis.

To answer the study's research questions, descriptive analysis and one sample *t*-tests were conducted to understand participant's changes in moral development and to compare this study's sample to normed DIT2 data for first-year college students (Dong, n.d.). The remainder of this chapter will detail the results of the data analysis. All statistical tests were run using Statistical Package for Social Sciences (SPSS) 25. Throughout data analysis, all statistical tests were run using an α level of .05.

Participant Demographics

Participants were all first-year students at a large, four-year university in the Southeast, and were enrolled in an honors leadership program. During post-test data collection, participants' ages ranged from 18 to 19 years old. Participants were evenly split male and female and were predominantly Caucasian/White (89%) and Christian (72%). Additional demographic information can be found in Table 1.

Results

Overall Change in Moral Development

To understand participants' changes in moral development toward the post-conventional schema the percent change in participants' P and N2 scores from pre-test to post-test were calculated. On average, participants had a mean P score change of 8.81% indicating that during their first year of college participants' level of moral development increased toward the post-conventional schema. Further, participants' average N2 score change was 9.30%. This indicated that participants not only progressed toward the post-conventional schema of moral development, their ability to differentiate between the post-conventional schema and lower

schema of moral development also increased. A summary of participants' DIT2 scores—including mean pre- and post-test scores and standard deviations—can be found in Table 2.

The standard deviation of each measure was also interpreted to understand the variance in scores within the study's sample. Across both pre- and post-test P and N2 scores the standard deviation was at least 10 points, with the highest standard deviation being 14.52—for the post-test P score. The standard deviations calculated for this sample indicate that there is large variance within the sample. This suggests that while participants showed positive growth toward the post-conventional schema of moral development, there was variance in participants' moral growth. While the standard deviations reported in this study indicated variance on both P and N2 scores within the sample, the standard deviations reported were still lower than those expected. Normed DIT2 data indicated that the standard deviation expected for both P and N2 scores in samples of undergraduate students were approximately 15 (Dong, n.d.).

Difference Based on Moral Phase

Participants' DIT2 scores were also compared based on pre-test moral phase. Participants in the consolidation phase were observed to have average change in P score of -7.20% and average change in N2 scores of -4.62%. On average, participants in the consolidation phase moral development was observed to regress. It is important to note that while participants in the consolidation phase saw decreases on both measures, their pre-test, and in some cases post-test, scores were higher than those of participants in the transition phased. On average, participants in the transition phase saw average increases in P score of 36.23% and averages increases in N2 scores of 35.08%. Participants in the transition phase had large average increases toward the post-conventional schema of moral development and increased abilities to discern between the post-conventional schema and other schema of moral development. A summary of participants' DIT2 scores grouped by moral phase can be found in Table 3.

Table 2.

Participants' P and N2 Scores

Time Point	P Score		N2 Score	
	M	SD	M	SD
Pre-Test	41.56	13.37	42.57	11.52
Post-Test	45.22	14.52	46.53	10.29

Table 3.

Participants' P and N2 Scores Based on Moral Phase

	Consolidation Phase (*n* = 10)			
	P Score		N2 Score	
Time Point	*M*	SD	*M*	SD
Pre-Test	47.20	13.67	49.79	9.51
Post-Test	43.80	14.34	47.49	10.70
	Transition Phase (*n* = 8)			
	P Score		N2 Score	
Time Point	*M*	SD	*M*	SD
Pre-Test	34.50	9.55	33.55	6.23
Post-Test	47.00	15.53	45.32	10.35

For participants in the transition and consolidation phase, standard deviations indicated that there was increased variance on all post-test measures when compared to their respective pre-test measure. For participants in the consolidation phase, the increased post-test variance indicates that while, on average, participants scores were observed to decrease, the decreases in scores were not consistent across participants in the consolidation phase. Increases in standard deviation for participants' in the transition phase post-test scores on both measures indicated that while large positive change was observed, the level of this change was not consistent across participants in the transition phase. These differences in variance indicate that while, on average, participants in the consolidation phase P and N2 scores decreased, and participants in the transition phase P and N2 scores increased while participating in the IEE-based intervention; those changes were not similar for all participants in their respective group (phase).

Difference Based on Sex

Participants were grouped by self-reported sex to further investigate changes in moral development. On average, both men and women saw increases on all measures used in this study. Men in this sample were observed to have, on average, an 8.90% change in P score, and an average change in N2 score of 12.34%. Women in the sample were found to have average changes in P scores of 8.77%, and average changes in N2 scores of 6.72%. These positive changes indicate that, on average, increases in moral development occurred regardless of self-reported sex. While women were observed to have smaller percent changes from pre- to post-test, it is important to note that, on average, the women in this sample had higher pre- and post-test P and N2 scores when compared to men. Further, women in this sample had a slightly larger positive change in P score (3.78) compared to men (3.56); however, due to the women in this sample having a higher mean pre-test P score their percent change was smaller than that of the

men in this sample. A summary of participants' DIT2 scores grouped by self-reported sex can be found in Table 4.

The reported standard deviations indicated that while, on average, men had positive change in P and N2 scores, on both measures male participants' post-test scores had larger variance compared to their pre-test scores. Therefore, while, on average, male participants had positive growth, within this sample of male participants their growth was not concentrated around the mean. In comparison, on both measures decreases in standard deviation from pre- to post-test were observed for women in the sample. This indicated that there was less variance within the group of women in this sample on the post-test; thus, post-test scores were not only higher, on average, compared to pre-test scores, but were also more concentrated around the mean.

One Sample *t*-Tests

Four one sample *t*-tests were conducted to understand the difference in P and N2 pre- and post-test scores in comparison to the mean P and N2 scores for first-year students reported in Dong's (n.d.) normed data from 2005 to 2009. Dong reported that the mean P score for 10,327 first-year students was 34.11 and the mean N2 score for 10,319 first-year students was 33.42. Participants' pre-test P score was compared to the normed first-year mean P score. Results indicated that participants' pre-test P scores were, on average, significantly higher than the normed mean first-year P score, $t(17) = 2.364$, $p = .03$. Similarly, when comparing participants' post-test P scores to normed mean P scores for first-year students, participants in this study showed significantly higher P scores, $t(17) = 3.246$, $p = .005$. Both *t*-tests found statistically significant differences.

The same set of tests were conducted comparing participants' pre- and post-test N2 scores to normed first-year means N2 scores. Comparison of the pre-test N2 score indicated that

Table 4.

Participants' P and N2 Scores Based on Self-Reported Sex

	Male			
	P Score		N2 Score	
Time Point	*M*	SD	*M*	SD
Pre-Test	40.00	9.59	38.89	9.24
Post-Test	43.56	15.71	43.69	10.88
	Female			
	P Score		N2 Score	
Time Point	*M*	SD	*M*	SD
Pre-Test	43.11	16.80	46.25	12.89
Post-Test	46.89	13.97	49.36	9.41

participants in this study had significantly higher pre-test N2 scores compared to the average first-year students' N2 score, $t(17) = 3.369$, $p = .004$. Further, comparison of the post-test N2 score indicated that participants in this study has significantly higher post-test N2 scores compared to the average first-year students' N2 score, $t(17) = 5.402$, $p < .001$. Both t-tests found statistically significant differences.

Summary

The results of this study indicate that participants, on average, showed increases of both P and N2 scores while participating in the IEE-based intervention studied during their first year. Thus, this study's participants showed moral growth toward the post-conventional schema of moral development. Participants' changes in moral development were analyzed based on self-reported sex. Regardless of participants' sex, positive change of both P and N2 scores were observed. Participants' changes in moral development were compared based on pre-test moral phase. Participants in the consolidation phase were found to have their level of moral development decrease; while, participants in the transition phase were found to have large positive changes toward the post-conventional schema of moral development. Finally, four one sample t-tests were conducted to understand the differences between this study's participants' scores compared to normed data. Statistically significant results on all four tests suggest that this study's participants, on average, had significantly higher levels of moral development compared to the average first-year college student. While these results were descriptive in nature and cannot be generalized to the population at large, the practical significance that can be drawn from these results for program development and future research will be discussed in chapter five.

Chapter 5: Discussion

The purpose of this study was to understand how students' participation in an IEE-based first-year experience program effected their moral development during the first year of college. The study was guided by two research questions:

RQ1: Does moral development occur during the first year of college after participating in an IEE-based intervention?

RQ2: What effect do moral phase and sex have on the moral development of students who participate in an IEE-based intervention during the first year of college?

Regarding RQ1, the results reported in chapter four indicate that, on average, participants' level of moral development increased based on positive pre- and post-test P and N2 score changes. Regarding RQ2, results indicate that students who participated in the IEE-based intervention and were in the transition phase had increased positive changes in moral development base on positive difference between pre- and post-test P and N2 score changes. When comparing participants based on their self-reported sex, men and women were both found to have positive P and N2 score changes from pre-test to post-test. In this chapter, these results will be discussed in relation to the literature and recommendations for practice and future research will be shared.

Overall Change in Moral Development

Scholars have consistently found that moral development occurs during the first year of college (King & Mayhew, 2002; Mayhew et al., 2016; Pascarella & Terenzini, 1991, 2005). This study's participants, on average, showed positive growth toward the post-conventional schema of moral development—based on the positive change in P scores observed—and increased abilities to differentiate between the post-conventional schema and lower schema—based on the positive changes in N2 scores observed. When comparing the current study's results to normed DIT2 data

from 2005 to 2009, it was found that participants in the current study experienced, on average, increases in moral development larger than those reported by Dong (n.d.) in a report on the normed data. The normed data showed average freshman to sophomore P score differences to be 1.12 and N2 score differences to be 1.18; and average freshman to senior P score differences to be 1.86 and N2 score differences to be 2.59 (Dong, n.d.). Participants in the current study showered average P score differences of 3.67 and N2 score differences of 3.96 during the first year of college while participating in the IEE-based intervention that was studied. Participants in the current study showed almost double the positive change in P score in one year of participation in the IEE-based intervention compared to the difference observed between freshman and sophomore year and freshman and senior year in the normed data (Dong, n.d.). This study's participants were found to have higher changes in both P and N2 scores than those seen in the normed data from freshman to sophomore year. The current study's participants were also found to have higher changes in N2 score compared to the positive change observed from freshman to senior year in the normed data (Dong, n.d.). While the overall positive changes observed in this study are not generalizable to the population at large, the comparisons to the normed data and discussion of the findings in relation to the literature suggest the findings have practical significance for further program development and future research as outlined below.

Individual Characteristics and Moral Development

Scholars have found a host of individual characteristics relevant to this studies population to be related to increased levels of moral development, including first-year student status (Pascarella, Blaich, Martin, & Hanson, 2011), prior academic achievement (Corcoran & O'Flaherty, 2016), self-reported sex (King & Mayhew, 2004), and phase of moral development (Mayhew et al., 2012a). This study's findings indicate that the participating honors students who experienced the IEE-based intervention, on average, had positive changes in moral development

during their first-year of college. When longitudinally studying moral development over four years, researchers found that while participants had higher moral gains from the first to fourth year of college, the majority of these gain occurred during the first year (Mayhew et al., 2016; Pascarella et al., 2011). Therefore, participants observed increases in moral development across the first year of college were expected. As high achieving honors students, participants in this study were expected to have higher level of moral development as scholars have found prior academic achievement to be connected to increased moral development (Corcoran & O'Flaherty, 2016). However, it is important to note that scholars have determined that regardless of a students' prior academic achievement all students have the ability to develop morally during college (Maeda et al., 2009). Therefore, while this study's participants' increases in moral development were expected based on the literature, the changes observed in this study, when compared with the normed data (Dong, n.d.), exceed what was expected

The results of this study indicated that students who participated in the IEE-based intervention and identified as female were observed to have slightly more positive changes in P score compared to their male peers. Students who participated in the IEE-based intervention and identified as male were found to have slightly more positive changes in N2 score when compared to their female peers. These findings align with scholars' previous results when investigating the connection between moral development and sex. When reviewing over fifty studies—including multiple that used meta-analytic methods (Thomas, 1986; Walker, 1984)—scholars observed that a large majority of studies found either women to have scored higher than men or there to be no significant difference in moral development between women and men (King & Mayhew, 2004; Mayhew et al., 2012b). This review of the prior literature indicated that while small differences between the sexes were observed in this study, it is unlikely that self-reported sex influenced the overall moral growth participants experienced.

This study also investigated how students' pre-test phase of moral development influenced their moral development while participating in the IEE based intervention. Those who participated in the IEE-based intervention and were in the transition phase experienced higher levels of change from pre- to post-test on both the P score and N2 score when compared to their peers in the consolidation phase. This suggests that the IEE-based intervention—which focused on helping students develop skills like empathy and perspective taking—was more effective for participants in the transition phase. This finding is consistent with the limited body of research investigating the effect of students' phase on their moral development (Mayhew et al., 2012a). While studying diversity related courses, Mayhew and colleagues (2012a) found that participants in the transition phase experienced increased positive change on a measure of moral judgment compared to their peers in the consolidation phase. They suggested that students in the consolidation phase may not have been able to engage in perspective-taking which is an important aspect of moral development. The results of the current study—a study of change in moral development after participation in an intervention that also include diversity related content—support Mayhew and colleagues' findings and conclusion. It is also important to note that participants in the consolidation phase of moral development DIT2 scores actually decreased.

Participants in the consolidation phase had average changes in P score of -3.4 (-7.20%) and N2 score of -2.39 (-4.62%), indicating their moral development regressed while participating in the IEE-based intervention. Scholars have previously found that moral development occurs when students are faced with the cognitive dissonance that is often experienced after encountering difference (Mayhew & Engberg, 2010; Mayhew et al., 2010, 2012a, 2016; Spear & Miller, 2012). Participants in the consolidation phase of moral development regressed while participating in the IEE-based intervention, likely because they were uncomfortable with some of

the intervention's content, did not have the necessary perspective taking skills to engage with the content, and were not supported in a way that would promote moral growth (Mayhew & Engberg, 2010). Kohlberg (1975, 1976) and Perry's (1970) theories of moral and intellectual development both support the conclusion that developmental regression can occur when college students are challenged without the necessary support (Sanford, 1996). Further, there could be a link between the process of moral and intercultural development as scholars studying reactions to diverse populations found that when students' felt uncomfortable or their perspective was challenged they would regress in their intercultural development (King, Baxter Magolda, & Masse, 2011). These findings support Mayhew and Engberg's (2010) assertion that when discussing diversity related ideas and engaging across difference the environment needs to be appropriately structured with the necessary level of support to ensure all programs and interventions help all students experience moral growth. In addition to individual characteristics, environmental factors also contributed to participants' moral development.

Environmental Factors and Moral Development

The IEE-based intervention studied incorporated into the environment a number of experiences and activities that scholars have connected to students' moral development (Mayhew et al., 2016). While participating in the IEE-based intervention, students experienced courses that included explicit moral content; a curriculum that promoted the development of skills like empathy, perspective taking, and critical thinking; multiple frameworks for deciding what is ethical and applying those frameworks to relevant case studies; and a pedagogical approach that promoted peer-to-peer and student-faculty interactions inside and outside the classroom. The observed increases in participants' moral development could be attributed to the academic content covered throughout the intervention and the environment created through these empirically grounded strategies.

Prior studies have found that explicitly including moral content and a framework for moral education throughout college courses has a positive effect on students' moral development (Aalberts et al., 2012; Mayhew & King, 2008). The year-long IEE-based intervention explicitly incorporated moral content and exposed students to multiple frameworks of moral decision-making from both eastern and western perspectives. The intervention also incorporated the use of relevant case studies—focused on college student leadership and decision-making—as a method for students to apply the frameworks they were learning (Walling, 2015). In the intervention, the case studies used also provided students with the opportunity to apply their learning to real world situations with which they identified (Mayhew et al., 2010). The environment created within the intervention promoted peer-to-peer interactions within the classroom through facilitated dialogues and outside of class through co-curricular activities hosted by the students' honors leadership program at large (Mayhew et al., 2010). Further, instructors who taught courses that were part of the intervention were trained on the academic environment called for by the IEE model and specific faculty-student interactions that have been found to promote moral development. Instructors were encouraged to challenge students through the use of thought-provoking questions (Mayhew et al., 2010) and to engage with students through non-classroom interactions (Parker, 2017). The use of activities and pedagogical strategies previously connected to students increased moral development suggests that the IEE-based intervention had an effect on participants' moral development beyond what would be expected of a typical first year student.

When revisiting the larger increases in students' moral development when compared to the normed data (Dong, n.d.) it can be concluded that students' gains observed in this study can, in part, be attributed to the IEE-based intervention as it employed practices previously connected to moral development and that while participants' moral growth was expected based on their

individual characteristics, based on the literature, participants' gains observed in this study go beyond what would be expected indicating that the environmental IEE-based intervention could have positively affected participants' moral development. Thus, the findings of this study can be interpreted for practical significance regarding program development and future research.

Recommendations for Practice

Overall, this study's findings suggest that the IEE-based intervention studied had a positive effect on participants' moral growth. While the increases observed cannot be attributed solely to the IEE-based intervention or generalizable to the population, they indicate that the intervention could have been successful as greater than expected increases in participants' moral development occurred. Thus, continued implementation of the intervention coupled with further assessment of participants' changes in moral development are warranted. In addition to the continuation of the current intervention, this study suggests there are benefits to faculty and student affairs practitioners applying the IEE model's tenets in additional curricular and co-curricular program with differing populations. This study's findings also support further research examining the model's effectiveness in a variety of contexts. Specifically, as IEE-based programs and curriculum are developed practitioners and scholars must extend the operationalized elements of the IEE-model used in this study to discover if the environment created in this study's operationalization of the model needs to be extended or if some of the practices used are not necessary for the IEE-model to be operationalized.

This study's findings suggest that students' in the consolidation phase moral development regressed while they participated in the IEE-based intervention, likely because they were uncomfortable with parts of the course content (e.g., diversity related content) and struggled to use perspective taking skills to learn and grow from their experience; therefore, regressing (King et al., 2011; Mayhew & Engberg, 2010). As practitioners and faculty members continue to

implement IEE-based programs with the goal of fostering moral development I propose they challenge each student based on the students' level of preparedness to engage with content that makes them uncomfortable and may be incongruent with their current worldview. Scholars support this recommendation, acknowledging that nudging students toward cognitive dissonance has a positive effect on moral development when done with the appropriate level of support (Mayhew & Engberg, 2010; Mayhew et al., 2016) Mayhew and Engberg suggested this support could be provided through structured environments that do not leave students' interactions with content that could make them uncomfortable to chance.

King and Mayhew (2002) called for practitioners and researchers to identify practices and programs that were found to successful promote moral development in K-12 settings and implement them on college campuses. This study's findings provide some support for the conclusion that implementing an IEE-based intervention—a model for moral education first developed in a K-12 setting—played a role in participants' increases in moral growth that were greater than expected based on the literature reinforces that implementing practices found to be successful in K-12 settings could be effective when working with college students. Echoing King and Mayhew's charge, these findings encourage both student affairs practitioners and faculty members to identify and implement additional methods of moral education found to be successful in K-12 settings. Further, the IEE model's call for the use of "coordinated developmental systems" (Narvaez & Bock, 2014, p. 152) encourages the use of student affairs-academic affairs partnerships to actualize King and Mayhew's proposal.

Recommendations for Future Research

Based on the findings and limitations of this study, there are four recommended areas of future research: (1) replicate the current study with a larger sample size and employ quasi-experimental design; (2) use qualitative methods to investigate students' understanding of the

IEE model; (3) investigate factors that influence moral growth or retrogression for students in the consolidation phase; and (4) explore the possibility of using measures developed in other disciplines (i.e., instructional communication or educational psychology) to assess the influence instructor-student and peer-to-peer interactions have on students' moral development. As the pilot study for a multi-cohort, five-year longitudinal research project, this study set the foundation for future research into the IEE-based intervention investigated in this study. When collecting data for the future cohorts of students, researchers need to attempt to collect a larger sample in order to gain a better understanding of the effect the intervention had on the population of students who participated. Further, a quasi-experimental design with a control group could be employed to aid researchers in understanding the effect of the IEE-based intervention. Researchers should also collect data about participants' additional college experiences that have been connected to moral development (i.e., participation in diversity courses [Hurtado et al., 2012; Parker et al., 2016]; non-classroom interactions with faculty [Parker, 2017]) to allow for additional control variables to be used in future statistical analysis.

There is currently no quantitative measure that can be used to understand the extent participants have experiences the tenets of the IEE model. Researchers should employ qualitative methods (i.e., semi-structured interviews and/or focus groups) to explore how college students understand and perceive the tenets of the IEE model. Results from a study like this would assist researchers in designing further quantitative studies to assess the effectiveness of an IEE-based intervention and would help practitioners and faculty members to continue to enhance practical applications of the IEE model.

While this study found that students in the consolidation phase level of moral development decreased during the first year of college, this study's limitations did not allow for further investigation into why this occurred. Other studies have also connected the consolidation

phase with lower levels of moral growth (Mayhew et al., 2012a); therefore, researchers should further investigate other characteristics their students share and how those may also be affecting their moral development. As practitioners begin to employ interventions with the goal of assisting the development of those in the consolidation phase, researchers should support these initiatives by helping them test the effectiveness of the programs and/or curriculum employed.

Finally, researchers in other fields (e.g., instructional communication) are also investigating the effects of instructor behavior and pedagogy on student learning and development. Scholars have advocated for the use of student development theory in the discipline of instructional communication, an area of study that is generally focused on the effect instructor behavior and classroom communication have on students' cognitive learning (Goldman & Myers, 2017). I propose interdisciplinary collaborations occur between higher education and instructional communication scholars that go beyond simply connecting students' self-reported experiences with college outcomes. Collaborative scholarship of this nature would allow researchers to investigation what about a students' experience or their perception of the experiences influences the learning and development that is being observed.

Conclusion

Higher education has a role to play in college student' moral development to ensure graduates are prepared to actively engage in a democratic society (AAC&U, 2005, 2007; ACE, 1937; Colby et al., 2003). Researchers have consistently found that students develop as moral beings during college (Mayhew et al., 2016; Pascarella & Terenzini, 1991, 2005); however, few scholars have followed up on King and Mayhew's (2002) call to implement and assess interventions specifically designed to facilitate students' moral growth. This study used a quantitative, pre- and post-test design with descriptive analysis to investigate first-year college students' moral development that occurred while they participated in an IEE-based intervention

designed to facilitate moral development. Results from this study suggest that while participating in an IEE-based intervention and other first-year experiences, this study's participants experienced positive changes in moral development at levels—arguably—greater than expected by the moral development literature. Further research is needed to strengthen the findings of this study and provide further evidence-based practices student affairs practitioners and faculty members can employ to promote college students' moral development. Moral education in college is not about promoting specific values or beliefs, rather it focuses on developing students that act on their self-authored moral beliefs (Juujarvi, Myyry, & Pesso, 2010). As faculty member and student affairs practitioners continue to design curricular, co-curricular, and meta-curricular approaches to promoting students' moral development, research needs to be conducted to assist with operationalizing theories like IEE and test theoretically based interventions to further understand how collegiate experiences can further promote college students' self-authored moral development.

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Appendices

Appendix A

Online Survey

Informed Consent

Please read the Consent Cover Statement below:

Consent Cover Statement
Applying the Integrative Ethical Education Model to the College Leadership Studies Classroom and Testing Its Effectiveness

INTRODUCTION
As researchers in the Department of Educational Leadership and Policy Studies at the University of Tennessee, Knoxville (UTK) we are interested in learning about students moral/ethical development throughout their college experience and the effect of Leadership Studies curriculum on students moral/ethical development. You must be at least 18 years to participate in this study.

INFORMATION ABOUT PARTICIPANTS' INVOLVEMENT IN THE STUDY
Participation in this study involves completing an online survey at four different time points over the next four year. The online survey will take approximately 30 minutes to complete. In this study you will be asked to complete questionnaires about yourself and answer questions about your opinion on important aspects on different situations. By consenting to participate in this study you give permission for the researchers to use previously collected Leadership Studies minor assessment data as pre-test data for this research project.

RISKS
There are no foreseeable risks other than those encountered in everyday life.

BENEFITS
You may not benefit from your participation in this research study. There are anticipated benefits to educators understanding of how moral/ethical development occurs and how interventions can be implemented to enhance the moral/ethical development of college students.

CONFIDENTIALITY
All of your responses will be kept confidential on a secure online survey website, and only researchers involved in the study will have access to your responses. At the start of the survey you will be asked to enter some information that will create a unique code to protect your identity. To protect you privacy, all of your answers will be connected to your unique code. After data has been collected at each time point, researchers will download the master data spreadsheet from the secure survey website. Any identifying information on the spreadsheet will be removed and your responses will only be linked to your unique code. Researchers will not be able to identify the participants based off their unique code because the unique code is created by the participant and will not be linked to any personal identifying information.

CONTACT INFORMATION
If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study,) you may contact the researcher, Karen D. Boyd, Ph.D., at kboyd14@utk.edu, and 865-974-9183. If you have questions about your rights as a participant, you may contact the University of Tennessee IRB Compliance Officer at utkirb@utk.edu or (865) 974-7697.

PARTICIPATION
Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data collected prior to your withdrawal will be used in analyses when possible. Your decision to participate or not, or to withdraw from the study will in no way affect your course grades.

CONSENT
I have read the above information. I have received (or had the opportunity to print) a copy of this form.

Clicking on the button to continue and completing the survey (questionnaire) constitutes my consent to participate.

Create your Unique Code

1. Please follow these steps to create your own Personal Assessment Identification Number. You will use this number to identify your results for each administered survey. The Personal Assessment Identification Number will also use it to match your responses from one completed survey to another, thus allowing us to measure change in this learning outcome over time. Your identification number is a 6-digit number:

- Digit 1 and 2 are the middle two numbers (4th and 5th) of your Social Security Number (ex. 245-31-0948 = 3 and 1)
- Digit 3 and 4 are the last two digits of your birth year (ex. 1961 - 61)
- Digit 5 and 6 are the last two number in your home street address (ex. 3 Robbin Road = 03)

The example Personal Assessment Identification Code is 316103.

[_____]

2. Are you a member of the Honors Leadership Program?

◯ Yes

◯ No

Defining Issues Test-2

This questionnaire is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions/issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

PLEASE TRY TO FINISH THE QUESTIONNAIRE IN ONE SITTING.

EXAMPLE of the task

Imagine you are about to vote for a candidate for the Presidency of the United States. Before you vote, you are asked to rate the importance of five issues you could consider in deciding who to vote for. Rate the importance of each item (issue) by checking the appropriate box.

* 3. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Financially are you personally better off now than you were four years ago?	○	○	○	○	○
2. Does one candidate have a superior moral character?	○	○	○	○	○
3. Which candidate stands the tallest?	○	○	○	○	○
4. Which candidate would make the best world leader?	○	○	○	○	○
5. Which candidate has the best ideas for our country's internal problems, like crime and health care.	○	○	○	○	○

Note. Some items may seem irrelevant or not make sense (as in item #3). In that case, rate the item as "NO".

After you rate all of the items you will be asked to RANK the top four items in terms of importance. Note that it makes sense that the items you RATE as most important should be RANKED as well. So if you only rated item 1 as having great importance you should rank it as most important.

* 4. Consider the 5 issues above and rank which issues are the most important.

	1	2	3	4	5
Most important item	○	○	○	○	○
Second most important	○	○	○	○	○
Third most important	○	○	○	○	○
Fourth most important	○	○	○	○	○

Again, remember to consider all of the items before you rank the four most important items and be sure that you only rank items that you found important.

Note also that before you begin to rate and rank items you will be asked to state your preference for what action to take in story.

Thank you and you may begin the questionnaire!

Story 1

Famine

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

* 5. What should Mustaq Singh do? Do you favor the action of taking food?

○ Should take the food ○ Can't decide ○ Should not take the food

* 6. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Is Mustaq Singh courageous enough to risk getting caught for stealing?	○	○	○	○	○
2. Isn't it only natural for a loving father to care so much for his family that he would steal?	○	○	○	○	○
3. Shouldn't the community's laws be upheld?	○	○	○	○	○
4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?	○	○	○	○	○
5. Does the rich man have any legal right to store food when other people are starving?	○	○	○	○	○
6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?	○	○	○	○	○
7. What values are going to be the basis for social cooperation?	○	○	○	○	○
8. Is the epitome of eating reconcilable with the culpability of stealing?	○	○	○	○	○
9. Does the rich man deserve to be robbed for being so greedy?	○	○	○	○	○
10. Isn't private property an institution to enable the rich to exploit the poor?	○	○	○	○	○
11. Would stealing bring about more total good for everybody concerned or wouldn't it?	○	○	○	○	○
12. Are laws getting in the way of the most basic claim of any member of a society?	○	○	○	○	○

* 7. Consider the 12 issues above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	○	○	○	○	○	○	○	○	○	○	○	○
Second most important	○	○	○	○	○	○	○	○	○	○	○	○
Third most important	○	○	○	○	○	○	○	○	○	○	○	○
Fourth most important	○	○	○	○	○	○	○	○	○	○	○	○

Story 2

Reporter

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the cadidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shoplifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

* 8. Do you favor the action of reporting the story?

( ) Should report the story ( ) Can't decide ( ) Should not report the story

* 9. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Doesn't the public have a right to know all the facts about all the candidates for office?	( )	( )	( )	( )	( )
2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?	( )	( )	( )	( )	( )
3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?	( )	( )	( )	( )	( )
4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?	( )	( )	( )	( )	( )
5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?	( )	( )	( )	( )	( )
6. What would best service society?	( )	( )	( )	( )	( )
7. If the story is true, how can it be wrong to report it?	( )	( )	( )	( )	( )
8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?	( )	( )	( )	( )	( )
9. Does the right of "habeas corpus" apply in this case?	( )	( )	( )	( )	( )
10. Would the election process be more fair with or without reporting the story?	( )	( )	( )	( )	( )
11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?	( )	( )	( )	( )	( )
12. Isn't it a reporter's duty to report all the news regardless of the circumstances?	( )	( )	( )	( )	( )

* 10. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	○	○	○	○	○	○	○	○	○	○	○	○
Second most important	○	○	○	○	○	○	○	○	○	○	○	○
Third most important	○	○	○	○	○	○	○	○	○	○	○	○
Fourth most important	○	○	○	○	○	○	○	○	○	○	○	○

Story 3

School Board

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the School Board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussions, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

* 11. Do you favor calling off the next Open Meeting

○ Should call off the next open meeting ○ Can't decide ○ Should have the next open meeting

* 12. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?	○	○	○	○	○
2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?	○	○	○	○	○
3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?	○	○	○	○	○
4. Would the change in plans prevent scientific assessment?	○	○	○	○	○
5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?	○	○	○	○	○
6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?	○	○	○	○	○
7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?	○	○	○	○	○
8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?	○	○	○	○	○
9. Are some people deliberately undermining the school board process by playing some sort of power game?	○	○	○	○	○
10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?	○	○	○	○	○
11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?	○	○	○	○	○
12. What is the liklihood that a good decision could be made without open discussion from the community?	○	○	○	○	○

* 13. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Second most important	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Third most important	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Fourth most important	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

Story 4

Cancer

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor giver her an increased dosage?

* 14. Do you favor the action of giving more medicine?

  ○ Should give Mrs. Bennett an increased dosage to make her die.   ○ Can't decide

  ○ Should not give her an increased dosage

* 15. Rate the following issues in terms of imortance.

	Great	Much	Some	Little	No
1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?	○	○	○	○	○
2. Wouldn't society be better off without so many laws about what doctors can and cannot do?	○	○	○	○	○
3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?	○	○	○	○	○
4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?	○	○	○	○	○
5. Is the painkiller medicine an active heliotropic drug?	○	○	○	○	○
6. Does the state have the right to force continued existence of those who don't want to live?	○	○	○	○	○
7. Is helping to end another's life ever a responsible act of cooperation?	○	○	○	○	○
8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?	○	○	○	○	○
9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?	○	○	○	○	○
10. Should only God decide when a person's life should end?	○	○	○	○	○
11. Shouldn't society protect everyone against being killed?	○	○	○	○	○
12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?	○	○	○	○	○

* 16. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	○	○	○	○	○	○	○	○	○	○	○	○
Second most important	○	○	○	○	○	○	○	○	○	○	○	○
Third most important	○	○	○	○	○	○	○	○	○	○	○	○
Fourth most important	○	○	○	○	○	○	○	○	○	○	○	○

Story 5

Demonstration

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

* 17. Do you favor the action of demonstrating in this way?

○ Should continue demonstrating in these ways ○ Can't decide ○ Should not continue demonstrating in these ways

* 18. Rate the following issues in terms of importance.

	Great	Much	Some	Little	No
1. Do the students have any right to take over property that doesn't belong to them?	○	○	○	○	○
2. Do the students realize that they might be arrested and fined, and even expelled from school?	○	○	○	○	○
3. Are the students serious about their cause or are they doing it just for fun?	○	○	○	○	○
4. If the university president is soft on students this time, will it lead to more disorder?	○	○	○	○	○
5. Will the public blame all students for the actions of a few student demonstrators?	○	○	○	○	○
6. Are the authorities to blame by giving in to the greed of the multinational oil companies?	○	○	○	○	○
7. Why should a few people like Presidents and business leaders have more power than ordinary people?	○	○	○	○	○
8. Does this student demonstration bring about more or less good in the long run to all people?	○	○	○	○	○
9. Can the students justify their civil disobedience?	○	○	○	○	○
10. Shouldn't the authorities be respected by students?	○	○	○	○	○
11. Is taking over a building consistent with principles of justice?	○	○	○	○	○
12. Isn't it everyone's duty to obey the law, whether one likes it or not?	○	○	○	○	○

* 19. Consider the 12 issues you rated above and rank which issues are the most important.

	1	2	3	4	5	6	7	8	9	10	11	12
Most important item	○	○	○	○	○	○	○	○	○	○	○	○
Second most important	○	○	○	○	○	○	○	○	○	○	○	○
Third most important	○	○	○	○	○	○	○	○	○	○	○	○
Fourth most important	○	○	○	○	○	○	○	○	○	○	○	○

Demographics

Please provide the following information about yourself:

* 20. What is your level of education? Please mark the highest leve of formal education you are currently enrolled in or have completed:

○ Grades 7, 8 9

○ Grades 10,11,12

○ Vocational/Technical school (schools that do not offer a bachelor's degree)

○ Junior College

○ Freshman in a bachelor's degree program

○ Sophomore in a bachelor's degree program

○ Junior in a bachelor's degree program

○ Senior in a bachelor's degree program

○ Professional Degree beyond the bachelor's degree (M.D., M.B.A., D.D.S., J.D., Nursing)

○ Professional degree in Divinity

○ Master's in teaching or Master's in Education

○ Master's degree in graduate school

○ Doctoral degree Ed.D.

○ Doctoral degree Ph.D.

○ Other

21. Which best describes your race/ethnicity? [Check all that apply]

○ African American or Black

○ Asian or Pacific Islander

○ Hispanic/Latina/Latino

○ American Indian/ Other Native American

○ Caucasian (other than Hispanic)

○ Other (please specify)

* 22. What is your gender?

◯ Male

◯ Female

◯ Other (please specify)

[   ]

* 23. How many brothers and sisters do you have? Put 0 if you don't have any.

The number of brothers: [   ]

The number of sisters: [   ]

24. What is your age?

Enter your age in years: [   ]

* 25. In terms of your political views, how would you characterize yourself?

◯ Very Liberal ◯ Somewhat Liberal ◯ Neither Liberal nor Conservative ◯ Somewhat Conservative

◯ Very Conservative

* 26. Are you a citizen of the U.S.A?

◯ YES ◯ NO

* 27. Is English your primary language?

◯ YES ◯ NO

Additional Demographics

28. What is your current academic major?

[   ]

29. In what month and year do you expect to graduate?

[   ]

30. Do you most consider yourself Christian, Jewish, Buddhist, Muslim, Hindu, a follower of some other religion, or not religious? (Check all that apply)

☐ Christian

☐ Jewish

☐ Buddhist

☐ Muslim

☐ Hindu

☐ A follower of some other religion

☐ Not religious

Other (please specify)

[   ]

31. Do you consider yourself to be:

○ Heterosexual or straight

○ Homosexual

○ Bisexual

○ Prefer not to answer

38. I responded to emails/text messages while completing the questionnaire.

○ Yes--more than one

○ Yes-just one

○ No

39. I stopped and talked to friends while completing the questionnaire.

○ Yes- more than once

○ Yes- just once

○ No

40. Compared to how I take surveys in the classroom I took this questionnaire:

○ The same way - not different at all

○ About the same way – I had a minimal amount of distractions

○ Not the same way– I had distractions that made me stop and start the questionnaire.

○ Not at all the same way – I completed the questionnaire when I could while doing other things.

Test taking Environment

We would like to know something about how you completed this questionnaire. Your answers will not affect whether or not you get credit for participation but will help us understand how students take questionnaires outside of class.

32. I completed the questionnaire in one sitting.

○ Yes

○ No

33. Music was playing while I completed the questionnaire.

○ Yes

○ No

34. The TV was on while I completed the questionnaire.

○ Yes

○ No

35. I received phone calls while completing the questionnaire

○ yes-more than one

○ yes-just one

○ No

36. I made a phone call while completing the questionnaire.

○ Yes- more than one

○ Yes- just one

○ No

37. I received emails/text messages while completing the questionnaire.

○ Yes-more than one

○ Yes-just one

○ No

Appendix B

Recruitment Email

Dear Student,

We invited you to participate in an online survey on moral and ethical decision making. The purpose of this project is to understand how students develop moral and ethical decision-making skills throughout their college career. Participation consists of complete 4 online surveys (30 minutes each) over the next four years.

To take the survey, please visit [web link.]

If you have any questions about this project, please contact Dr. Karen D. Boyd at kboyd14@utk.edu.

Sincerely,

Dr. Karen D. Boyd

Associate Professor of Practice

Department of Educational Leadership and Policy Studies

The University of Tennessee, Knoxville

Kboyd14@utk.edu

865-974-9183

Vita

Drew Thomas Ashby-King is from Auckland, New Zealand, and is the oldest son of Sharyn Ollard and Kelvin Ashby-King. Drew attended Westlake Boys High School and was an exchange student at Fairfield Senior High School in Fairfield, Ohio during the 2011-2012 academic year. Drew graduated with a Bachelor of Arts in Communication from Bowling Green State University in May 2017. While at Bowling Green State University Drew held student leadership positions in the Office of Residence Life and New Student Orientation. He was also a cheerleader on the 2014 national championship winning team and served as Freddie Falcon, the university's mascot, his senior year. In August 2017, Drew began his graduate assistantship in the Office of Student Conduct & Community Standards at the University of Tennessee, Knoxville and enrolled in the College Student Personnel program. In May 2019, Drew graduated with a Master of Science in College Student Personnel from the University of Tennessee, Knoxville.