

15:245:502:01 STUDENT DEVELOPMENT AND LEARNING THEORY

Rutgers University — Fall 2012

Mondays 9:00 – 11:40 am GSE 025A

“Everything we do in life is rooted in theory. Whether we consciously explore the reasons we have a particular perspective or take a particular action there is also an underlying system shaping thought and practice”
(bell hooks).

“If we have been gagged and disempowered by theories, we can be loosened and empowered by theories”
(Anzaldúa, 1990, p. xxvi).

Instructor

Ebelia Hernandez, Ph.D.
Assistant Professor
Department of Ed. Psychology

Office:
Cell phone:
Email:

GSE 309
(310) 666-8993
ebelia.hernandez@gse.rutgers.edu
* I prefer communication via email

Course description

This course aims to provide students with an understanding of developmental theories to inform and guide your practice in student affairs. The content of this course will provide an overview of the theories; including their evolution, supporting research, criticism, and limitations. It is my hope that you become informed users of theory, both as student affairs practitioners and consumers of developmental theory research literature.

Learning outcomes

The learning outcomes for this course are derived from ACPA/NASPA's (2010) *Professional Competency Areas for Student Affairs Practitioners*, under the area of Student Learning and Development at the Basic Level (p. 26). These learning outcomes guide the coursework, assignments, and activities for this class. They are as follows:

- articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development;
- articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years;
- identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental);
- identify the limitations in applying existing theories and models to varying student demographic groups;
- articulate one's own developmental journey and identify one's own informal theories of student development and learning (also called “theories in use”) and how they can be informed by formal theories to enhance work with students;
- generate ways in which various learning theories and models can inform training and teaching practice;
- identify and construct learning outcomes for both daily practice as well as teaching and training activities; and
- assess teaching, learning, and training and incorporate the results into practice.

Course expectations

Partnership in our learning environment

This course is an opportunity for us to co-create a learning environment. This pedagogical approach is based on the Learning Partnerships model (Baxter Magolda & King, 2004), which is grounded on self-authorship theory. Essentially, in order for the partnership to be effective, we all have to take on personal responsibility to make this class to be the best learning opportunity. This includes being fully present during class and ready to engage. We will all play a role in directing the class, constructing lesson plans, and providing consistent feedback in the direction of the class and course assignments.

Attendance

Because this class meets only once a week and much of the learning takes place in class discussion, your attendance is crucial. If you will not be able to come to class, you need to notify me. Regardless of reasons (illness, family or work commitments, personal), you are allowed two absences. On the third absence your class grade will drop one full grade letter (e.g., an A grade will drop down to a B). The fourth absence will result in risking failing the course. You are responsible to obtain any missed information and class notes from your classmates.

Use of online resources and other media

Sakai: In order to provide an array of resources for your success in this course, Sakai will be used extensively. You will be held responsible to check regularly the class page for announcements, to access class materials, submit assignments, and receive graded papers.

Library e-reserves: To access journal articles required for class readings and to conduct your own literature review for your research papers, please go to <http://libraries.rutgers.edu> and the class's very own reference guide (link available on Sakai).

Class format

The course is formatted as a graduate seminar. The class is discussion based where students will facilitate and participate in discussions as well as provide supplemental activities/media to enhance our learning. In order to prepare for each week, students will do the following:

1. Complete assigned readings. Carefully read with the goal of understanding the material, being able to summarize each of the readings and consider how each reading adds to your understanding of theory. You will seek out support to understand the readings by forming a study group and/or meeting with the instructor when needed.
2. Contribute to class discussion. You will be ready to engage and be respectful of your classmates by being attentive to their comments.
3. Complete Weekly Check-in. These mini responses to be conducted before the beginning of class will help you gauge your own progress in grasping course materials, and create opportunities for developing critical thinking and dialogue. The focus is more on the learning process and showing effort rather than getting a "right" answer. **Due Saturday on the weeks designated.**

Assignments

All assignments are due the day and time as stated on the syllabus. Any changes to these dates will be posted on Sakai in the "Announcements" section and assignment information. Carefully review

the deadlines and mode of submission on the Assignments Guidelines section of this syllabus. Please keep in mind the following:

- Written papers
 - You may ask for feedback on a draft. You must submit your paper to me no later than a week before the assignment is due via email. Generally, I prefer to give feedback on a one-on-one meeting, so submit your availability for a meeting with me along with your draft. My feedback will be on the paper’s content, organization, flow, and appropriateness of writing style, not editing for grammar, spelling, etc.
 - All papers need to be written in APA format. Refer to the APA 6th edition manual and the very good online resource, *APA Formatting and Style Guide* from the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>. Adherence to APA is critical in ensuring appropriate citation of references you are using in all of your work.
- Late assignments
 - Late papers will not be accepted without a written explanation that provides reasons to justify the tardiness of the paper, and proposed penalty (if applicable). I reserve the right to accept the paper or not and the grade penalty.
- Accommodations
 - If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.
- Academic integrity
 - Appropriate citation is needed to avoid any issues of plagiarism and to ensure that you give credit where credit is due. As noted above, you should cite all sources using APA format. This citing is required in your papers, handouts, Powerpoints... basically anything you write for this class.
 - My personal code of ethics and university policy require me to report all violations of the Academic Integrity Policy. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for the policy.

Valuing Multiple Perspectives and Lived Experiences

My hope is for us to embrace diversity and create a welcoming community for everyone. As stated in the University Catalog, “Rutgers University policy prohibits discrimination and harassment based upon race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. Discrimination and harassment compromise the integrity of the university and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment of the university.”

Grading

Assignment 1: Case study.....	10 points
Assignment 2: Class facilitation.....	20 points
Assignment 3: “Create Your Own Theory” proposal	5 points
Assignment 4: “Create Your Own Theory” paper	20 points
Assignment 5: “Create Your Own Theory” poster session	5 points
Weekly Check-ins.....	10 points
Midterm	15 points
Final.....	15 points
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Total	100 points

Graduate School of Education grading scale

- A = 90 - 100 points
- B+ = 85 – 89
- B = 80 – 84
- C+ = 75 – 79
- C = 70 – 74
- F = below 70

Note 1: **This is a core course for the Ed.M. in College Student Affairs, and requires a B or better.** Earning below a B will require for you to retake the course and be placed on Academic Probation.

Note 2: **An INC must be negotiated prior to the end of the semester**, and will not be granted without agreement between instructor and student prior to the end of class. An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester.

Required Readings

Course texts

Baxter Magolda, M. (2001). *Making their own way: Narratives for transforming higher education to promote self-authorship*. Sterling, VA: Stylus.

Class readings (Access via Rutgers Library's e-journals holdings, or in the Resources folder in the Sakai class site if bolded)

Arnold, K. D. (2010). College student development and the hook-up culture. *Journal of College & Character*, 11(4). Retrieved from <http://journals.naspa.org/jcc>

Bilodeau, B. (2005). Beyond the gender binary: A case study of two transgender students at a Midwestern research university. *Journal of Gay & Lesbian Issues in Education*, 3(1), 29-44.

Bonfiglio, R. A. (2011). Intercollegiate athletic programs deepening their educational impact. *About Campus*, 16(3), 29-32.

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.

Chickering, A. W., & Reisser, L. (2005). The seven vectors: General developmental directions (Table 1). In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory*, (p. 183). Boston, MA: Pearson.

Clinchy, B. M. (2005). Revisiting Women's Ways of Knowing. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory*, (pp. 505-521). Boston, MA: Pearson.

Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development*, 50(2), 210-228.

- Evans, N.J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Dalton, J. C., & Crosby, P. C. (2010). When faith fails: Why nurturing purpose and meaning are so critical to student learning and development in college. *Journal of College & Character, 11*(3). Retrieved from <http://journals.naspa.org/jcc>
- Harper, S. R., & Quaye, S. J. (2007). Student organizations as venues for black identity expression and development among African American male students. *Journal of College Student Development, 48*(2), 127-144.
- Kiessling, M. K. (2010). Spirituality as a component of holistic student development: Perspectives and practices of student affairs professionals. *Journal of College & Character, 11*(3). Retrieved from <http://journals.naspa.org/jcc>.
- King, P. M., & Kitchener, K. S. (2005). Reflective judgment: Theory and research on the development of epistemic assumptions through adulthood. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory*, (pp. 487-504). Boston, MA: Pearson.
- Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), *Working with Asian American college students: New Directions for Student Services, No. 97* (pp. 45-59). San Francisco: Jossey-Bass.
- Kohlberg, L. (2005). Moral stages and moralization: The cognitive-developmental approach. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development* (pp. 549-568). Boston, MA: Pearson.
- Parks, S. (2005). The journey towards mature adult faith: A model. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader of college student development* (pp. 139-152). Boston, MA: Pearson.
- Reason, R. D., Miller, E. A. R., & Scales, T. C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development, 46*(5), 530-546.
- Renn, K. A. (2004). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development, 44*(3), 383-403.
- Stevens, Jr., R. A. (2004). Understanding gay identity development within the college environment. *Journal of College Student Development, 2004*(45), 185-206.
- Torres, V. (2003). Influences on ethnic identity development of Latino college students in the first two years of college. *Journal of College Student Development, 44*(4), 532-547.
- Torres, V. (2003). Mi casa is not exactly like your house: A window onto the experience of Latino students. *About Campus, 8*(2), 2-7.

FALL 2012 CLASS SCHEDULE

Introduction to Theory	
Week 1 September 10	<p>Introduction Review of syllabus, class expectations, and the learning environment.</p>
Week 2 September 17	<p>What is theory? How do we define development? Why is it necessary in our work? We will discuss these questions and things to consider in evaluating the usefulness, applicability, and rigor of theory.</p> <p>Library session We will walk to the Alexander Library for an informational session. Session will be in room 413.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Evans, et al.'s <i>Definitions and historical roots</i> • Evans, et al.'s <i>Using student development theory</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Case Study (Assignment #1) • Weekly check-in (reminder: due every Saturday)
Holistic Student Development	
Week 3 September 24	<p>Self-authorship To begin the exploration of developmental theory, we will begin with one that integrates multiple dimensions of development—self-authorship. This will set the stage to examine the following weeks' "families" of theories.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Baxter Magolda's <i>Making Their Own Way</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Weekly Check-in
Psychosocial	
Week 4 October 1	<p>Psychosocial Theory Chickering's work has been widely used in student affairs. Kodama, et al. reinterprets the vectors for Asian American students, thus suggesting that particular populations may develop in unique ways. Arnold's article puts theory to practice by using Chickering's theory to assess students' development and how they engage in relationship and sexual behaviors.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Chickering & Reisser's <i>The seven vectors</i>. • Chickering & Reisser's <i>Table 1: The seven vectors</i> • Kodama, McEwen, Liang, and Lee's <i>Asian American perspective on psychosocial student development theory</i> • Arnold's <i>College student development and the hook-up culture</i>, pp. 1-3, 8. <p><u>Due:</u></p> <ul style="list-style-type: none"> • Weekly Check-in • Group Presentation
Cognitive and Epistemological Development	

Week 5 October 8	<p>Cognitive and Epistemological Development This week, you will examine two theories, each with a different approach to how we make meaning of our world. Pay attention to how they are structured. Are they sequential or phases, or nonlinear?</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Review pp. 16-36 of <i>Making Their Own Way</i> • Clinchy's <i>Revisiting Women's Ways of Knowing</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Weekly check-in • Group Presentation
Moral Development		
Week 6 October 15	<p>Moral Development As you read these theories, consider the extent to which student affairs educators have a responsibility of developing morality and ethical behaviors in our students. Theory to practice on this very issue is addressed in Bonfiglio's article.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • King and Kitchener's <i>Reflective judgment: Theory and research...</i> • Kohlberg's <i>Moral Stages and moralization: The cognitive-developmental approach</i> • Bonfiglio's <i>Intercollegiate athletic programs</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Group Presentation • Weekly Check-in
Week 7 October 22	<p>Midterm This is an open book exam. You are welcome to bring a laptop and any materials you think will be helpful.</p>	
Spiritual and Faith Development		
Week 8 October 29	<p>Spiritual and Faith Development Spiritual and faith development integrates intellectual, psychosocial, and identity development. First, you will read Park's article to learn about spirituality and faith development. The other readings apply theory to practice in two ways—first by considering the development issues for students, and second by examining the extent to which student affairs professionals address faith development in their own practice.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Parks' <i>A journey toward mature adult faith: A model.</i> • Dalton and Crosby's <i>When faith fails.</i> • Kiessling's <i>Spirituality as a component of holistic student development</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Group Presentation • Weekly Check-in
Social Identities Development		
Week 9 November 5	<p>Gender Identity To start the investigation of identity development, we will look at two studies that examine gender identity development, one being a majority identity and the other being a marginalized identity. These readings highlight how dominant culture sets expectations on how to enact identities.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Bilodeau's <i>Beyond the gender binary</i> • Edwards and Jones' <i>"Putting my man face on"</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Group Presentation • Weekly Check-in

<p>Week 10 November 12</p>	<p>Sexual Orientation This week, we continue the examination of identity by juxtaposing majority and minority sexual orientation identities. Pay careful attention on how privilege affects identity development.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Mueller and Cole's <i>A qualitative examination of heterosexual consciousness among college students</i> • Stevens' <i>Understanding gay identity development within a college environment</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Group Presentation • Weekly Check-in
<p>Week 11 November 19</p>	<p>"Create Your Own Theory" writing workshop You will participate in a feedback circle to help you formulate your final paper for class.</p>	<p><u>Due:</u></p> <ul style="list-style-type: none"> • Bring three copies of your proposal to class (laptop optional). • Submit your proposal via Sakai before class
<p>Week 12 November 26</p>	<p>Social and Political Influences on Identity By learning about the experiences of social justice allies and Latino college students in this week's reading, you will be able to examine how social forces (racism, immigration, exposure to others different from you) may influence students' sense of self.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Reason, Miller, and Scales' <i>Toward a model of racial justice ally development</i> • Torres' <i>Influences on ethnic identity development of Latino college students in the first two years of college</i> • Torres' <i>Mi casa is not exactly like your house</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Group Presentation • Weekly Check-in
<p>Week 13 December 3</p>	<p>The influences of environment and engagement on social identities Further examining the role that the college environment may play on development, you will learn about the use of an ecological model to understand the experiences of mixed-race students, and how involvement may influence students' identity development.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> • Renn's <i>Understanding the identities of mixed-race college students through a developmental ecology lens</i> • Harper and Quaye's <i>Student organizations as venues for Black identity expression and development...</i> <p><u>Due:</u></p> <ul style="list-style-type: none"> • Group Presentation • Weekly Check-in
Culminating Experiences		
<p>Week 14 December 10</p>	<p>"Create Your Own Theory" poster session You will have the opportunity to participate in a poster session to share interactively with your classmates the theory you created for your final paper.</p>	
<p>FINALS WEEK December 17</p>	<p>Final Examination Bring your laptop/blue book and any materials you may need for this open book exam.</p>	

Guide for Assignment 1: Case study (10 points)

You will choose from three case studies featured in *Linking Theory to Practice*. In a 3-page paper, address the following:

1. **What is the issue?** Summarize what the case is about and what you see as the critical issues that require action.
2. **Assess the needs/challenges of the students.** Identify the main student characters in your case study. What are their needs/issues that you should consider as a student affairs practitioner?
3. **What would you do?** First describe the outcome(s) you would strive for, and then detail the particular steps you would take to achieve your desired outcome(s).

Criteria for evaluation

- Quality writing, which includes a well organized written text that is clear, concise, and free of grammatical and spelling errors.
- Follow APA formatting in your headings, title page, reference page, etc.

Due date

Please submit your Word doc electronically via Sakai before the beginning of class on **Monday, September 17th.**

Guide for Assignment 2: Class Facilitation (20 points)

Learning Goals developed from *Professional Competency Areas for Student Affairs*

- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development;
- Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years;
- Identify the limitations in applying existing theories and models to varying student demographic groups; and
- Identify and construct learning outcomes for teaching and training activities.

Assignment

Your team is charged to be the experts for one theory, and thus, facilitate the class's understanding of that theory. In groups of three, your team will lead a session for the class. There are three components to this assignment:

1. Consultation Meeting (about two week prior to Class Facilitation):

When your team comes to the Consultation Meeting (about two week prior to your Class Facilitation), you will begin to develop your lesson plan. It would be preferable for all team members to be present, for you all to have read the week's readings, and for your team to have chosen the reading you wish to focus on. The team and instructor will review the needed components, and the instructor will offer guidance on appropriate supplemental materials and how to develop learning goals.

2. Lesson Plan (due one week prior to Class Facilitation)

In order to have a successful class, you will need a written lesson plan. This lesson plan should also include a timeline for the class activities. Your class facilitation should be from 9:30 – 10:30 (1 hour), but we can negotiate for more time if needed. You will include each of the following sections in your document.

1. Learning goals: These goals will provide a strong direction to the focus of your class facilitation because they will clearly state what you want the class to learn as a result of your teachings. The instructor will also evaluate the facilitation on how well your team met each of the learning goals. Good learning goals are specific, manageable for the time allotted, and connect to the class activities.
2. Overview of Scholarship in Theory. It is expected that your team will read more materials than those assigned in the syllabus in order to gain a strong understanding of the week's topic. I also encourage that you bring readings from other classes, relevant personal experiences, and/or professional expertise. In your class facilitation, your team will not provide an extensive review/summary of the readings because we should assume that everyone has read and reviewed prior to attending class. Following are suggestions for your team to incorporate into your facilitation:
 - Background of theorists, including the scholarship from which they base their work on
 - Critiques of the theories (yours and those of other scholars)
 - Any instruments developed based on the theories
 - How these theories connect to others discussed in class
 - Additional work from the scholars that can add to our understanding of the theories
3. Integration. A key component of LPM is for students to connect new knowledge to their own personal experiences and what they already know. Your team's task is to engage the class towards this process. This could be a case study, having the class dialogue with a guest speaker who shares how he/she has used theory in their work, a video that illustrates the theory in action followed by discussion on how to use the theory in examining the developmental process of a particular character in a movie or TV show, etc. **NOTE: Please notify me first before making contact with any potential guest speaker.**
4. Use of LPM. In bullet points, what steps are you using to provide a class facilitation vs. presentation? Refer to the Class Facilitation Guide

Class facilitation

Please arrive early so that you can set up your technology or reconfigure the room's furniture if needed. Your team is asked to maintain our Learning Partnerships learning environment by following the negotiated roles, responsibilities, and expectations we set at the beginning of the class.

Criteria for evaluation

A rubric will be used to evaluate your team's facilitation. It is available on Sakai.

Due date

Your team will learn of the date you will facilitate the class on the first day of class.

Guide for Assignment 3: Create Your Own Theory* proposal (5 points)

Learning Goals developed from *Professional Competency Areas for Student Affairs*:

- articulate theories and models that describe the development of the college students that you have identified;
- identify the limitations in applying existing theories and models to varying student demographic groups;
- analyze and critique prevailing theory

Assignment

While there are an abundance of developmental theories, there are many student populations or student characteristics that are not represented in the literature. This assignment, to Create Your Own Theory,

provides you an opportunity to delve into a population of your choice and create a theory that can explain their developmental journey in college.

This task is for you to revise or combine existing theories to explain the development of a particular population. One example of this type of creating a new theory is Kodama, McEwen, Liang, and Lee's (2002) revision of Chickering's vectors to recognize the unique developmental experiences and cultural perspectives of Asian American students. Another example is Torres and Hernandez (2007) revision of Baxter Magolda's self-authorship theory for Latinos by incorporating ethnic identity development into the journey towards self-authorship.

You will develop a Proposal that is about one single-spaced page (no need to format paper in APA). This proposal will help you get started with the final paper because it will help you hone in on a manageable topic (not too broad, not too narrow), and will get you started on a literature review to make sure that there are references for your topic. Your proposal will include the following:

1. **Thesis statement: What is the _____** (racial/cognitive/faith/moral) **developmental process for _____** (if applicable, specify particular population characteristics such as first-year, veteran, female, traditional) **students?**
2. **Purpose:** Why is investigating this population's particular developmental process important? Where does current literature fall short of addressing this population?
3. **Definitions of key terms:** Define what you mean by "first-year", "non-traditional", etc.
4. **List of theory(ies)** that you will use to inform your paper. (No more than two, and ensure that at least one is developmental).
5. **List of 4 primary, scholarly sources you will use for your paper.**
 - a. Use APA formatting for your citations!
 - b. Include at least one citation that is from your theorist that explains the theory you will use (e.g., if you are using self-authorship, you need to include a scholarly source from Baxter Magolda).

Due date:

Bring three copies to class on **Monday, November 19** for peer feedback. You will also need to submit your Word doc via Sakai before class.

Guide for Assignment 4: Create Your Own Theory* paper (20 points)

Learning Goals developed from *Professional Competency Areas for Student Affairs*:

- articulate theories and models that describe the development of the college students that you have identified;
- identify the limitations in applying existing theories and models to varying student demographic groups;
- analyze and critique prevailing theory

Assignment

This scholarly research paper combines your knowledge of a particular student population and student development theory to create a new theory (meaning that you revise an existing theory to fit a particular student population or you combine two theories). Please refer to the rubric for detailed information on the required components needed to successfully complete this academic paper.

Criteria for Evaluation

- Writing—clear, concise, well organized writing that is formatted using APA and addressed components listed in Rubric
- Effective and engaging presentation.

Due date

Submit Word doc via Sakai by **Wednesday, December 5th**.

Guide for Assignment 5: Create Your Own Theory* poster session (5 points)

Learning Goals developed from *Professional Competency Areas for Student Affairs*:

- articulate theories and models that describe the development of the college students that you have identified;
- identify the limitations in applying existing theories and models to varying student demographic groups;
- analyze and critique prevailing theory

Assignment

You will present your theory to the class in a poster session set up like those held at national conferences. This session will allow you to review others' work and present your own theory in an interactive, informal setting. Your poster may be on a tri-fold poster board for table display or a large poster board for wall display.

Helpful tips:

- Include the research question in your poster.
- Provide a visual representation of your new model
- Limit text (do not cut out sections of your paper!) and make lettering easy to read
- Be sure to include citations (as this is expected if you were to present a poster at a conference)
- Be ready to offer a quick explanation of your model to your audience presented in a confident, relaxed, conversational style.

Criteria for evaluation

- Posters will be peer-reviewed, and there will be an award for "Best of Show." Posters will be evaluated on content, visual appeal, and ability of presenter to convey his/her theory in a concise, engaging way.

Due date:

Bring your poster to class on **Monday, December 10th**.