



Student Development in Higher Education Program

Signature Assignment for SDHE 547

Theory-to-Practice Project

Student Learning Outcome(s) Assessed:

SLO #3: Draw upon an analysis and evaluation of the historical and philosophical foundations of the student affairs profession as well as major student development theories (psychosocial, cognitive, moral, life span, typological, and college impact) to develop educational programs that promote student development and learning.

Description of the Signature Assignment

Candidates work in teams to design a program to address student needs/learning in higher education. The program design is based on clear identification of a problem/need, application, integration, and analysis of student development theory, and an appreciation of the institutional context in which the program is to be offered.

Directions for Students

PTP Project Analysis Outline and Instructions

This assignment calls for a theoretical analysis of the Program Development Project that you will complete in COUN 549. This gives you an opportunity to inform the program you develop in that class with theory that you are learning in COUN 547 and to integrate multiple theories in the final analysis of the Program that you have developed. Groups remain the same for both classes. In addition to the 13-15 page paper, exclusive of references, that you will complete for a grade in this course, please also turn in the powerpoint presentation that you complete for COUN 549.

The following outline is adapted from King, P. M., & Baxter Magolda, M. B. (2004). Creating learning partnerships in higher education: Modeling the shape, shaping the model (pp. 303-332). In M. B. Baxter Magolda and P. M. King (eds.). *Learning partnerships: theory and models of practice to educate for self-authorship*. Sterling, VA: Stylus.

Step 1: Select and Summarize the Context

In this assignment, the context is the "case" that you have selected/been assigned. Your case will likely have come with a specific context, a specific university or college, or a problem directed at a specific type of institution (community college, public university, etc.). In this step describe that context and the problem you are examining. You may get some of this from the article you're assigned, but you will likely need to do further research to describe the context and learn more about the institution and its students to create demographic and cultural descriptions of them.

Step 2: Examine the Student Learning Outcomes from a Developmental Perspective

In this step you will use the theories from 547 to analyze the developmental demands the learning goals make of students. These developmental demands should be organized by the following capacities:

1. Cognitive Capacities: understanding concepts, analyzing and synthesizing information, contrasting multiple perspectives, skills and abilities associated or required by specific levels or steps in developmental models (e.g. at the crossroads, contextual knowledge, relativism), attribution redesign, use of culturally-based ways of knowing, relationships to knowledge, construction of knowledge.
2. Intrapersonal Capacities: development of social identities, internal and external locus of control, autonomy, differentiation, competence, life goals, career goals.
3. Interpersonal Capacities: communication skills, maturity in relationships, leadership skills, ability to assert self in groups.

Step 3: Consider the Developmental Characteristics of the Learners in this Context

Based on your research how well do the students in your context possess the capacities you identified in Step 2. What ways of constructing knowledge do they commonly use? What ways of seeing oneself are exhibited by these learners? What ways of seeing oneself in relation to others, or interacting with others do these learners exhibit?

Step 4: Consider the Consistencies and Discrepancies Between Learning Goals and Learner Capacities

In this section you want to be able to describe the learners developmental readiness to embark on your learning experience. To do this consider the following questions:

What are the greatest challenges? What will come relatively easy to them?

In what ways are the learning goals and developmental capacities of learners in alignment?

Where do you see discrepancies between these?

What developmental goals would help bridge the distance between the capacity and intended learning outcomes?

How could these developmental goals be organized over time to reflect learning capacities and the span of time for interactions within this context?

Step 5: Theoretical Analysis of the Program Developed

This step and the next require that you justify the developmental “validity” of your learning experience. Here, you specifically address how what you have planned meets the following:

1. that knowledge is complex and socially constructed and that the staff validates students’ ability to know.
2. that self is central to knowledge construction and that the staff situates learning in students’ experience
3. that expertise and authority are mutually shared among peers in knowledge construction and that staff mutually constructs meaning with learners.

Highlight parts of the learning experience that exemplifies these principles and describe how they do so. In addition, indicate how educators’ practice needs to change in order to meet these principles. If specific training activities are necessary for this to happen describe what they should be. It’s also an opportunity to address how a leader might work with staff to ensure that practice is in alignment with these principles. Also note the theoretical strengths and weaknesses of the program developed.

Scoring Rubric:

Criteria	4= Meets Expectations	3= Meets Some Expectations	2= Meets few expectations	1=Does not meet expectations	0= Missing Work	Final Score
Students use all elements of the PTP/Learning Partnerships Model model effectively (5 steps w/substeps)	Each of the 5 steps are evident in the paper, with all 6 substeps.	The major steps in the model are used: (1) identification of the concern, (2) examination of outcomes from developmental perspective, (3) consideration of developmental characteristics of learners, (4) consistencies & discrepancies, and (5) theoretical analysis – but no substeps are included.	The following steps are present: (1) identification of the concern, (2) examination of outcomes, (3) consideration of developmental characteristics of learners, and (4) consistencies & discrepancies. A description of theory and an attempt at analysis is present, but fails to meet full analysis of program.	Only 2 of the 5 steps are presented but the description is cursory and/or fails to provide details relevant to later analysis.		
Ability to discuss theory in an integrated manner to analyze the educational problem.	Multiple theories from this course are used to analyze the educational problem. Theories are presented in an integrated manner where aspects of specific theories are used to analyze elements of the educational problem simultaneously.	Multiple theories are used to analyze the educational problem, but there is a reliance on theories from other courses. Theories are presented in an integrated manner where aspects of specific theories are used to analyze elements of the educational problem simultaneously.	Theories are presented in a way where they are summarized or described devoid of connections to other theories or the analysis of the educational problem	Only one theory is presented and is unconnected analytically to the educational problem.		
Program proposed is grounded in theoretical constructs	Program developed is developmentally justified & directly related to the theoretical analysis in a way that clearly supports its use. The relationship is expressly articulated. Justification of program validity (3 substeps after step 5) are present.	Some program goals and parts of learning activities are directly related to the theoretical analysis in a way that clearly supports their use. The relationship is expressly articulated. Program activities & goals are somewhat linked to 3 substeps of analysis – theory description is thick and	Program goals and learning activities are only superficially related to the theoretical analysis. The relationship is primarily left for the reader to discern. No program activities or goals are linked to the 3 substeps.	Program goals and learning activities are not supported by the theoretical analysis.		
The document is well-written and uses APA style.	The document is free of grammatical errors. Sentence and paragraph structure is strong. Ideas are expressed effectively. The writing is lively and engaging. APA style including use of headings, citations, and references are correct.	There are some grammatical errors and minor problems with sentence and paragraph structure. APA is generally used correctly, especially the reference list.	There are many grammatical errors and recurring problems with sentence and paragraph structure. APA errors abound in the headings, citations and references lists.	The paper looks as if it is a first draft.		

*An averaging system, rather than a total point system is used to evaluate this assignment