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Reflecting on EDAD 840 – College Student Development: A Peer Review of Teaching Project Benchmark Portfolio

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Reflecting on EDAD 840 – College Student Development: A Peer Review of Teaching Project Benchmark Portfolio

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Abstract

This portfolio describes the intended learning outcomes of the EDAD 840 – College Student Development course and the course activities and assessment of student learning connected to those outcomes. The process of analyzing the course and implementation of various course activities, revisions to the course design, and assessment processes are also outlined and discussed. Planned changes based on that analysis are documented and a brief reflection on the process is included.

**Keywords:** college student development, identity, theory-to-practice, social justice, personal reflection

Objectives of the Portfolio

This portfolio documents and discusses the course review and changes I implemented as a result of my participation in the peer review of teaching program at the University of Nebraska – Lincoln. Through the process of writing this portfolio I hope to achieve the following objectives:

- To reflect on and clarify course objectives and intended outcomes
- To more intentionally incorporate course and learning activities that are connected to the intended learning outcomes
- To document and identify effective assessment strategies that address student learning
- To identify strengths of the course design and areas for modification and improvement
- To identify gaps in students’ learning related to the intended course outcomes

Description of the Course

EDAD 840 – College Student Development (CSD) is a graduate level course that all students in the face to face student affairs program take as a required course in their program curriculum. The course is also required for students in the online higher education master’s degree program but the focus of this portfolio is on the face to face class design. Students take the course during their second semester of their two-year graduate program experience. The course focuses on foundational college student development theories including psychosocial, cognitive, and moral development theories. The course also addresses social identity development theories and models related to race, ethnicity, sexual identity, gender, disability, class, and spirituality & religion. The courses is designed to give students an opportunity to engage in a theory to practice approach through in and out of class activities. In addition to learning a theory to practice approach students are encouraged to engage in thoughtful personal reflection on their own development and how that influences their work as student affairs educators. Issues related to power, privilege, oppression, marginalization and equity are highlighted through discussions around intersectionality and multiple identities. The course syllabus is included in [Appendix A](#). The intended course learning outcomes are as follows:

- Students will begin to understand and reflect on how their own personal experiences and development influence their interactions with college students and how they make meaning of theories and models of development.
- Students will thoughtfully apply theory to their own development and college experiences.
Students will have a basic understanding of college student development theories and models including identity theories and models and be able to identify the limitations and challenges of using theories to understand college students’ experiences.

Students will be able to apply theory to their practice as student affairs educators in a critical, thoughtful and intentional manner (i.e., understand the theory to practice connection and process).

Course Context

This is a core course in the program curriculum and the theory to practice learning is an important aspect of the student affairs profession. After completing the course students should have a basic understanding of the foundational theories and the theory to practice approach. They should also recognize how the social identity theories and models can inform their student affairs work and how their own development impacts that work. The ways in which privilege, oppression and marginalization affect college student development are also an important aspect of students’ learning. Consequently, a focus on personal development through reflection is a critical part of the course design.

Students in the Course

All of the students in this course are part of a graduate student cohort in student affairs so they take nearly all their classes together. Many students recently graduated from their undergraduate institution and are under 25 years of age. Usually students in the program have worked or been involved in student affairs activities during their undergraduate experiences. They typically have not held full-time positions in student affairs but some have had full-time work experience in and outside of the student affairs profession. Students in the cohort typically hold graduate student assistantships in various departments and offices related to student affairs. Students tend to be highly involved and want to work directly with college students in some capacity.

Teaching Methods, Course Materials, and Course Activities

The course meets once a week for three hours. Students are required to read chapter readings from the required textbook and additional readings that are usually empirically based. There are times when students are asked to view videos prior to course meetings but that is infrequent. During the early stages of the course I tend to use more lecture style teaching but small and large group discussions are the primary in-class activities especially when we begin to discuss the identity theories and models. Case study examples and responses also tend to be a major part of in-class learning activities.

The majority of my teaching methods focus on facilitating small group discussions, case study examples, and chapter and/or theory presentations by myself and by students (individually and in groups). The type of student presentations have varied from lecture style to more creative activities (e.g., video portrayals of the theory). I also use lecture-style teaching strategies to highlight the main points of the theory. Also, reading discussion groups were formed with different members in each group weekly to encourage dialogue and conversations that provided myriad perceptions and perspectives. Students were required to submit discussion questions and direct quotations from the readings that stood out to them to help facilitate the in-class discussions. I also try to incorporate
class materials and activities that encourage personal reflection. This may be done through course readings, in-class activities and small and/or larger group discussions. In the past some guest speaker presentations have also contributed to teaching methods but that was not the case for the course design and planning this semester. Figure 1 connects course objectives with class activities and assessment strategies.

**Figure 1. Course Objectives and Related Course Activities and Assessment**

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Course Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will begin to understand and reflect on how their own personal experiences and development influence their interactions with college students and how they make meaning of theories and models of development.</td>
<td>Class discussions (small and large group discussions) Reflective writing and other activities Course readings Cajita project</td>
<td>Informal assessment of reflective activities Informal self-analysis assignment assessment Cajita project reflection</td>
</tr>
<tr>
<td>Students will thoughtfully apply theory to their own development and college experiences.</td>
<td>Class discussions (small and large group discussions) Reflective writing and other activities Course readings Cajita project</td>
<td>Informal assessment of reflective activities Cajita project reflection</td>
</tr>
<tr>
<td>Students will have a basic understanding of college student development theories and models including identity theories and models and be able to identify the limitations and challenges of using theories to understand college students’ experiences.</td>
<td>Course readings Class discussions Quiz on foundation theories Chapter summary presentations</td>
<td>Quiz grades Chapter summary and presentation assessments</td>
</tr>
<tr>
<td>Students will be able to apply theory to their practice as student affairs educators in a critical, thoughtful and intentional manner (i.e., understand the theory to practice connection and process).</td>
<td>Course readings In class case study responses Case study assignment Intervention project assignment</td>
<td>Case study assignment assessment Intervention project assignment assessment</td>
</tr>
</tbody>
</table>

**Rationale for Teaching Methods**

In the student affairs program there has traditionally been an emphasis on a theory to practice approach and helping students learn how to apply theory to their student affairs work is an important outcome of their program experience. Many of the assignments and activities in the class are
designed to help meet that outcome and provide students with opportunities to engage in theory to practice processes. For example, case study activities and responses are incorporated into many class sessions and a case study analysis is a regular assignment. Also, the intervention project is one of the culminating assignments in the course and is assessed with a focus on students’ ability to demonstrate a theory to practice approach when designing a program.

There is also an expectation in the student affairs educators have a solid foundational knowledge of theories and models related to college student development. This expectation is emphasized further by two guiding documents that outline competencies and standards for the student affairs profession: CAS Standards and ACPA/NASPA Professional Competency Areas for Student Affairs Educators. The CAS Standards specifically recommend college student development as a topic area for student affairs graduate preparation program curriculum and the professional competency areas identified what practitioners should understand and know to have a foundational knowledge of college student development. Therefore, providing students with an introduction to the theories and models commonly referred to in the field is an important part of the process and essential for implementing a theory to practice approach.

There is a commitment to raising social justice issues in the program and that is the tru for this course. That being the case personal reflection and assessment of students’ own personal development is a primary focus so that they can better understand how their personal experiences, biases and development influences how they approach their work with students. Many of the course activities reflect my belief in the importance of reflection in learning. I also try to encourage collaboration and group dialogue to further enhance learning and critical reflection.

Finally, there is now more of an emphasis on intersectionality and multiple identities in the student affairs field when considering college student development. That obviously has an influence on this course because I cannot teach theories and models in isolation but it also presents challenges because students should have a basic understanding of those theories and models after completing the course. So, I am working on ways to focus on intersectionality while also providing students with basic information necessary to have that foundational knowledge.

Course Changes from Previous Years

I’ve taught this class a number of times so most activities have been used in one form or another. However, based on my experiences in the peer review of teaching program I made changes in how the course is designed and the ways in which I viewed assessment of student learning. I also tried to add more opportunities for self-reflection in-class and more informal assessment of learning processes. Some of the changes were complicated by the addition of the identity theories and models to the curriculum but that also created opportunities for deeper student reflections. The following are some of the changes I implemented since the last time I taught the course including how I approached teaching, course design and assessment:

- I added a quiz over the foundational theories and models to this course. I have used shorter, five point quizzes for each family of theories in previous courses but never one that covered them collectively. Also, based on feedback from a colleague in the peer review of teaching program I created an assignment where students wrote quiz questions when we covered each
family of theories and had in-class practice quizzes based on some of those questions. The purpose of this was to add another incentive or reason for students to read the assigned chapters before class and to prepare them for the final foundational theory quiz. Please see appendix B for an example of one of the in-class practice quizzes. The final quiz which was completed online with no time limit. Students could also use their book and other resources when taking the quiz but were asked to work alone.

- I created a new assignment in which students were asked to write discussion questions based on the chapter and additional readings. Students were also asked to identify a direct quotation from the chapter reading and one from the additional readings that resonated with them. Those discussion questions and direct quotations were then used to help facilitate small group discussions in-class.

- I created revised assessment documents for the case study paper and intervention project that included points for each section of the paper. See appendix C for the case study assessment and appendix D for the intervention project paper assessment. Assigning specific points to each section helped me be more intentional with my assessment and feedback on those assignments but I did not provide those assessment documents to students before they completed the assignments. In the future I will provide those assessments to students at the beginning of the semester.

- The assignment I have struggled with the most in this course is the intervention project because students tend to not meet expectations on how they demonstrate a theory to practice approach. There are sections of the project where students do this effectively but others where that is not the case. Therefore, I have revised and tried to be more explicit with my expectations each time I teach the course with mixed results. For this class I tried to be clearer about the importance of providing a developmental rationale. I also provided an example of an intervention project for students to review which I have done in the past. For this course I also asked a group of students from the previous year’s class to present their intervention project which I thought provided a good example of making theory to practice connections. And, finally, I re-instated the paper as the main focus of the intervention project assignment. The last time I taught this course I only required students to do a presentation but I found that was difficult to assess effectively and most students struggled to make a theory to practice connection in the presentation.

- I tried to incorporate more informal, formative assessment practices into my teaching during class. For example, I asked students to write as much as they could about one of the theories we had covered in class midway through the semester and then asked them to do that again closer to the end of the semester. The purpose of this was to give me a sense of where the students were at in terms of their foundational knowledge of the theories but I did not do an effective job of analyzing and using those informal assessments.

- I provided students with more in-class time for personal reflection and incorporated different creative ways for them to reflect. For example, I asked students to create a visual depiction of their personal identity development. See appendix E and figure 2 for examples of these visual depictions. The image in figure 2 were created using Play-Doh. I also asked students to write a poem that represented their personal identity development and shared my own poem in-class. These activities were met with some anxiety and resistance but once students
got started on them they seemed to be more engaged than they were in other types of class activities.

**Figure 2. Visual Depiction of Identity Development Example**

![Cajita Project Example](image)

- I added the cajita project to this course as a culminating assignment focusing on students’ personal identity development. The cajita is a box students create that for them represents their identity development. Students then write a short reflection on what the process of creating the and presenting the cajita was like for them. I have used that assignment in other courses but this is the first time I have used it in the face to face EDAD 840 – College Student Development course. I will address the analysis of that assignment in the analysis of student learning section of this portfolio. See figure 3 for an example of the cajita project.

**Figure 3. Cajita Project Example**
The Course and the Broader Curriculum

This is a required course in the program curriculum which students take during their second semester in the course. Prior to taking college student development students take college students in America, introduction to research, and introduction to student affairs. I also teach the introduction to student affairs course so students have experienced my pedagogical style and teaching personality. While they are taking the college student development course students are enrolled in our assessment and evaluation in student affairs course and the helping skills course which I also teach. So, as it stands now, students are enrolled in two courses with me at the same time during their second semester. Students are also engaged in a seminar course during both semesters which can vary in content and process.

In the past this course has focused only on the foundational theories which made the course content more manageable. However, the identity theories and models have now been added to the course curriculum which added a great deal of content that has, in some ways, affected the flexibility and structure of the course. Trying to cover that much information in one semester is challenging. However, as noted earlier, this added content has also created learning opportunities related to personal identity development and reflection. The social identity theories and models used to be covered in the course college students in America but that limited the amount of time allowed to focus on more specific aspects of different college student populations and groups. Therefore, it made sense to add the identity theories and models to college student development. I have taught the course before with the identity theories and models included so this was not new to me but it did change the course design in a number of ways compared to previous years.

Analysis of Student Learning
As a teacher one of my greatest challenges has been creating and implementing effective strategies to assess student learning. One of the most helpful takeaways from my participation in the peer review of teaching project has been a realization that in many ways I have been assessing learning in a number of different ways but I needed to more intentional approach how I assessed learning outcomes. I was also reminded that there are many different ways to assess student learning through in-class and out of class activities rather than just relying on student evaluations and summative assessments. For example, I believe strongly that personal reflection is critical to learning but I’m not sure I ever really looked to student reflections as an assessment strategy. Finally, through my analysis of this course and student learning I recognized that students need more input and information from me on what my expectations are to demonstrate learning. All that being said I offer the following examples of my analysis of student learning in college student development during the spring 2018 semester.

**Quiz on Foundational Theories**

Although not my preferred strategy I have begun using quizzes to assess students’ learning of the foundational theories and models in the course. In the past I have administered short five question quizzes that addressed each family of theories (e.g., psychosocial theories). For the purposes of this course I decided to administer practice quizzes in-class and then assigned a final quiz that students took online. Students were asked to complete the quiz individually but were allowed to use the assigned textbook and other resources to complete the quiz. There was also no time limit and students could take the quiz twice if they were not satisfied with their initial score. The average amount of time to take the quiz was 25 minutes. The highest score was kept. Figure 4 shows the final score distribution for the quiz.

**Figure 4. Final Quiz Score Distribution**

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
</tr>
</tbody>
</table>

Ten of the eighteen students in the class chose to take the quiz twice. Seven out of ten of those students improved their score, two scored the same and one student scored a 19 on their first attempt and an 18 on their second attempt (the highest score was kept). The greatest improvement was a score of 14 to a score of 20 the rest improved by 1 point except for the student whose score went from a 19 to an 18. The answers were set-up to shuffle after the first attempt.

At first glance one could question the legitimacy of using the quiz as an assessment of learning because there were practice quizzes and students were allowed to use their book and other resources while taking this untimed quiz. Students also got to take the twice if they chose to do so. However, that process was intentional on my part for myriad reasons. First, I did not want test anxiety or concerns about the quiz to override the learning process. Second, in their student affairs practice students have access to a variety of resources when making decisions and working with students so it seemed appropriate to allow that while they took the quiz. And, finally, I was not as concerned about the final scores as I was about the process and how that influenced learning. For example, the
process of creating quiz questions and discussing the questions in class indicated students were engaged in the reading and had taken the time to at least look at the chapters and the theories discussed in those chapters. The final quiz scores indicate that as well and showed that students had at least some knowledge of the foundational theories and models covered in the course.

**Case Study Assignment**

I have used the case study assignment nearly every time I have taught this course in one form or another. I also usually always include a presentation of the case study to give students an opportunity to practice connecting theory to practice in a public presentation. I have required students to complete this assignment individually, in pairs, in small groups and/or a combination of these for classes in the past. For the purposes of this course students wrote the case study paper and presented it in teams of three. As indicated earlier I created an assessment guide for scoring this assignment which has helped me focus my awarding of points on specific areas (see appendix C). I also included a page limit and recommended page lengths for each section to help students focus their writing efforts. The scores (out of 20) for the six groups were as follows:

- Group 1 = 15.5
- Group 2 = 14.5
- Group 3 = 16.5
- Group 4 = 17.5
- Group 5 = 18.25
- Group 6 = 15.5

These scores may seem low but considering where students are at in the learning process when they complete the assignment these types of scores are to be expected. In the past I have probably focused too much on letter grades and percentages rather than awarding points in a way that was more indicative of how well students demonstrated a theory to practice approach. So, I believe this analysis was more effective in providing feedback and helping students prepare for the intervention project. On the other hand, as I analyzed and reviewed this assignment in relationship to student learning I realized I needed to provide students with even more practice in applying theory to practice and more clearly identify my expectations for the assignment. I did that to a degree and provided an example of the case study assignment but I believe I could do that more consistently during the first few weeks of the class. The case study presentation was designed to be more developmental in nature but it became redundant because many of the teams chose the same theory or theories as a framework for their analysis and response.

The case study scenario for the case study assignment was selected because it involved issues related to equity, diversity and inclusion. Some teams, but not all, addressed those issues from a social justice lens based on my analysis. This indicates to me that I need to be more intentional about emphasizing the social justice issues related to all student experiences and how we need to think about equity and inclusion whenever we use a theory to practice approach.

**Intervention Project**
This is another assignment that has been consistently used when I teach college student development because it serves as an effective way for students to use a theory to practice approach when designing a program that addresses a specific student issue and/or population. This assignment is also the most difficult to assess because students often struggle demonstrating a theory to practice approach. It is also a big project which culminates at the end of the semester and it tends to take me longer than I would like provide feedback. I have worked hard in previous courses and in the current course to provide students with clear expectations and examples of work that demonstrates strong theory to practice connections. For this course students could choose to work in small groups or individually. For the distribution of scores on the intervention project for this course please see Figure 5.

**Figure 5. Score Distribution for Intervention Project**

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of Students or Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.5</td>
<td>1</td>
</tr>
<tr>
<td>22.0</td>
<td>2</td>
</tr>
<tr>
<td>21.75</td>
<td>1</td>
</tr>
<tr>
<td>21.0</td>
<td>3</td>
</tr>
<tr>
<td>20.5</td>
<td>2</td>
</tr>
<tr>
<td>19.75</td>
<td>1</td>
</tr>
<tr>
<td>19.25</td>
<td>1</td>
</tr>
</tbody>
</table>

Initially, because only one student/team earned a low “A” grade my initial analysis and reaction was that students were not adequately applying theory to practice. However, after further analysis I realized that was not necessarily the case and that these scores indicated students were able to demonstrate a theory to practice approach. They just were not able to make consistent connections to theory in all areas of the paper/project. For example, a student or team might do an excellent job using theory to provide a rationale for their intervention approach but then not make any connections to theory in their discussion of goals and/or evaluation strategies. That consistent ability to make connections seems to be the missing piece rather than an ability to demonstrate a theory to practice approach at all.

My analysis also indicated to me that students still need more information about what a consistent theory to practice approach looks like and how they can articulate that in their paper. For example, the assessment guide I created (see appendix D) was helpful to me but students did not see that guide until after I assessed their intervention project. The description was in the syllabus but I could spend more time explaining each section of the paper/project and how to make those connections.

**Cajita Project**

The cajita project itself was described earlier. Students presented their cajitas in class near the end of the semester. Students were offered other options if they did not feel comfortable sharing their cajita in that setting but all the students chose to present their cajita in-class. I have only been involved in a large group presentation of the cajita project one other time (the others have been individual presentations online) but both experiences were powerful. It is difficult to analyze the emotion and energy in the room when students and I share our cajita projects. However, the
personal reflections students write about the process of creating the cajita project are easier data to analyze qualitatively. One complicating factor is students have the option of submitting the reflection in writing or as an audio recording and most chose to do the audio recording reflection. That means I might have to transcribe the audio files to meet my qualitative analysis style. Still, a preliminary analysis of students’ reflections indicated they found the process meaningful and learned more about themselves and their identity development.

Please see appendix F for an example of a cajita project with the corresponding reflection. One of the aspects of the reflection that stood out to me about this student’s process is they identified an earlier in-class reflection (see the flower image in Appendix E) as the catalyst for their cajita project. The student also noted the process of creating the cajita gives students an opportunity on their privileged and marginalized identities and the role that has played in their lives and development. Actually, a number of students wrote or spoke about how the cajita project made them look more closely at their marginalized AND privileged identities when that is not something they have done in the past. For example, another student wrote:

The identities represented in my cajita included race, ethnicity, spirituality, class, and gender. Race was represented by the Witnessing Whiteness book which is about white privilege. It was difficult in some ways to include whiteness as an identity because it’s not necessarily something I want to claim, and I think that is because of the guilt that is associated with privilege. However, I included it because it is important to acknowledge it and because I want to continue to work on it. (Student Reflection)

I plan to conduct a more in-depth analysis of the cajita project reflection data but my first impression after two of these experiences is that the assignment specifically addresses the first, and in my opinion the most important, learning outcome. The assignment also gets at the issue of equity, inclusion, diversity and social justice much more directly than the others.

**Planned Changes**

One of my greatest takeaways from my experience in the peer review of teaching project was being more intentional about linking learning outcomes, course activities and assessment strategies more intentionally and clearly. That started with my revision of the course’s intended learning outcomes which set the foundation for a number of changes especially in the ways I look at and conduct assessment of student learning. I believe those changes improved the course design and delivery and enhanced students’ learning. However, I was also reminded by my experiences in PRT that ongoing assessment of my course design and delivery is essential. Therefore, I plan to make the following changes to the course the next time I teach it.

- I would like to be more intentional about the questions I ask on the quiz so that they assess foundational learning more effectively. I think the quiz works fairly well assessing learning now but more intentionality choosing the questions for the final quiz would strengthen the learning outcome overall. I am also considering giving a final quiz in-class where students would not be able to use their book or other outside resources. The quiz score would not count toward students’ final grade but it would help me assess their learning of the foundational theories and models.
• I plan to incorporate more assessment strategies for in-class activities. For example, I aim to create a rubric to assess in-class, small group discussions. I also plan to create more in-class opportunities for students to connect theory to their own personal identity development. For example, I will likely create an assignment where students use one or more identity theories or models to analyze their personal development in college. Students will then discuss their experiences and reflections on that process in small groups in class.

• I believe the informal self-identity development activities in-class contributed to student learning. However, I need to allow more time for students to share their experiences and reflections during that process. For example, when students create visual images of their multiple and intersecting identities I need to create space for them to share those images if they wish and reflect on the process. This semester we often did those activities at the end of class which left little time for processing and little time for me to assess students’ learning.

• I plan to provide more examples of case study analyses and provide more time in-class for students to practice a theory to practice approach through case study examples. I will also provide a rubric for my assessment of the case study assignment so students more clearly understand my expectations before completing the assignment.

• I want to take more of a scaffolding approach to the intervention project assignment and provide students more information about this assignment consistently throughout the semester. This process will start early on and we will discuss different sections of the paper weekly in-class. To help facilitate that process I will create an assessment rubric that more clearly explains my expectations for each section of the paper/project. I also plan to continue to provide examples and will create mini-assignments that contribute to the final project. Finally, I plan to make more connections with the assessment and evaluation class students will be taking at the same time they are taking college student development. Students often struggle identifying goals and assessment strategies that demonstrate a theory to practice approach. Hopefully this will help students strengthen those sections and enhance their learning by making connections with their learning in another course.

• Based on my overall analysis of this course for this portfolio I recognized I am not focusing on social justice issues and intersectionality as much as I intend to in this course. I claim that social justice and intersectionality is a primary focus of the course but my course analysis indicates that may not be the case. Therefore, I plan to implement more in-class activities that focus on social justice, equity and inclusion. I also plan to add another textbook to the course that specifically addresses multiple identities and intersectionality so that students have more information for self-reflection.

Summary

This portfolio document represents the process I engaged in analyzing, revising, planning and designing the course EDAD 840 – College Student Development. This process started by revising the intended course learning outcomes and connecting those outcomes to in and out of class learning activities and the strategies used to assess learning. After describing the course and course context I provided a description of the teaching methods, course materials and class activities. A rationale was provided for those methods and activities based on program and professional expectations and student development. A detailed description of various student
learning assessments was then provided with grade distributions and examples of student learning provided. Although there was evidence of student learning based on those assessments a number of course changes were identified to strengthen the course design and enhance student learning. Those proposed changes included being more intentional with the assessment processes and providing students with more consistent information pertaining to expectations of the course and assignments. I also plan to more intentionally incorporate issues related to social justice, equity and inclusion in the course design and add more emphasis to multiple identities and intersectionality.

My participation in the PRT project and the process of writing this portfolio has been invaluable to my development as a teacher and a scholar. Simply revising the intended learning outcomes and more purposefully connecting course activities to the assessment process has greatly improved my focus on student learning. I am encouraged by the progress made in the course this semester but even more optimistic about the changes the process has helped me identify for future courses.
Appendix A: Syllabus

EDAD 840: College Student Development (3 credit hours)
Spring 2018 Syllabus
University of Nebraska—Lincoln

Class time: Tuesday, 2 – 4:50 p.m.
Location: Henzlik Hall, Rm 202

Instructor: Corey B. Rumann, Ph.D.
Office: 115 Teachers College Hall (TEAC)
Phone: 402-840-7441 (cell) 402-472-8928 (office)
Email: crumann2@unl.edu

Office Hours: Wednesdays @ 11am – 1pm and by appointment.

Please note: This syllabus is subject to change by the instructor. Students will be given advance notice if any changes are made.

Course Description:

The beginning of this course will introduce students to human development theories that most affect college students. We will examine psychosocial, cognitive, and structural theories. The remainder of the course will focus on major social identity theories related to race, gender, (dis)ability, national origin, sexual identity, and ethnicity. In this course, there will be a focus on theory to practice approaches and learning to use theory to improve your work with students.

Course Intended Outcomes:

1. Students will begin to understand and reflect on how their own personal experiences and development influence their interactions with college students and how they make meaning of theories and models of development.
2. Students will thoughtfully apply theory to their own development and college experiences.
3. Students will have a basic understanding of college student development theories and models including identity theories and models and be able to identify the limitations and challenges of using theories to understand college students’ experiences.
4. Students will be able to apply theory to their practice as student affairs educators in a critical, thoughtful and intentional manner (i.e., understand the theory to practice connection and process).

Required Textbooks
Additional Required Readings
There are a number of required readings in addition to those in the required textbook. These readings were chosen to enhance group discussions and the learning process and are critical to your success in this course. Required readings will be available online in Canvas. Required readings are subject to change.

Additional Resources
ACPA – College Student Educators International  http://www.myacpa.org/
NASPA – Student Affairs Administrators in Higher Education  http://www.naspa.org/
Social Justice Training Institute (SJTI)  http://www.sjti.org/
Inside Higher Ed http://www.insidehighered.com/
Journal of College Student Development—available online if you are an ACPA member or through the UNL library system.

My Teaching Philosophy

Creating an environment conducive to learning
Learning is a collaborative process and it is my role as a teacher to help create an environment that encourages reflection and discussion. I believe that through discussion and a collaborative process where I am learning right along with the students is most effective and lasting. I also try to create a space where students feel comfortable sharing and challenging each other with respect and dignity. Through this process I believe students are more likely to connect what they are learning with their own life which in turn makes the learning process more meaningful. Finally, teaching and learning is not just a cognitive process: emotions also play a significant role in how and what a person chooses to learn. My teaching style takes that into account as I recognize the need for both thoughts and emotions to be part of the learning process.

Flexibility and adaptability
People have different preferences for learning and my teaching style reflects the need to be flexible and adaptive in the classroom and online. This means that I use different teaching methods and strategies and am open to new and innovative ways to teach. I also believe that it is in my and the students’ best interest to offer different types of assignments as a means of assessment which complement students’ different preferences for learning.

Social justice issues
Addressing social justice issues and concerns is a critical aspect of my teaching. I am intentional about incorporating social justice issues and concerns into the curriculum. I encourage discussion about social justice issues and seek out ways to effectively facilitate difficult dialogues that arise rather than avoiding them. By providing students with relevant information, encouraging discussion, and addressing sensitive issues with care I hope we can make these types of discussions the rule rather than the exception.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES
**Civility and Respect**: In CEHS we are guided by a principal of respect for diverse people, ideas, voices, and perspectives. We are also committed to leading courses and experiences that create positive impacts on the lives of individuals, families, schools, and communities. These values and our commitment to professional development will likely require us to address topics related to (but not limited to) politics, nationality, religion, abilities, age, race, ethnicity, class, culture, gender identity, sexual identity and morality.

To help meet these challenges in this course we will create a new space where we engage with one another over difficult issues with honesty and respect. We have all had different experiences with power, privilege and opportunity and you are encouraged to express your own cultures, identities, and values here – this creates a rich opportunity to learn. At the same time, however, you need to understand that your views may be challenged. We have the right to disagree with one another (and possibly feel offended), but when we challenge each other we will be civil, respectful and do so without personal attacks or harassment. Because we are also committed to creating new knowledge and to using quality sources in order to do that, our discussions will also require thoughtful use of evidence to support the views that we present. Additional guidelines are available at [http://stuafs.unl.edu/dine-dialogue-and-pass-it](http://stuafs.unl.edu/dine-dialogue-and-pass-it).

If you feel that you need to discuss questions or concerns about your course or issues related to the content of this course and class discussions, you are encouraged to first speak with your instructor. If that fails to resolve your concerns, you may also arrange to speak with the department chair. Support for your concerns about your rights and the policies of the university is also available at the Office of Student Assistance (106 Canfield Administration Bldg., ph. 402-472-0423). Counseling support is available free of charge for students at Counseling and Psychological Services in the University Health Center – call (402) 472-7450 to schedule an appointment or for 24-hour crisis support.

**Academic Honesty**: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy. Students are required to become well informed about what does or does not constitute plagiarism. Unintentional plagiarism is still plagiarism.

**UNL Statement of Academic Dishonesty**

“Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by members of the academic community. To further serve this end, the University supports a Student Code of Conduct which addresses this issue of academic dishonesty.”

The University of Nebraska Student Code of Conduct defines plagiarism as “Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person” ([http://stuafs.unl.edu/ja/code/three.shtml](http://stuafs.unl.edu/ja/code/three.shtml)). According to the UNL Office of Graduate Studies, “Graduate students are held to a "zero tolerance" standard for all aspects of the Student
Code of Conduct, including plagiarism. The most common sanction for graduate students who engage in plagiarism is suspension or expulsion.” ([http://www.unl.edu/gradstudies/current/plagiarism](http://www.unl.edu/gradstudies/current/plagiarism)).

**Disability:** The University of Nebraska—Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act. Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska—Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

**Methods of Teaching and Learning:** Learning activities in this course include: readings and discussions, case studies, individual assignments, and small group activities (i.e., intervention project and case study).

**Professional Conduct:** Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in the education profession. Professionalism includes, but is not limited to, the following behaviors:

a. participating in interactions and class activities in a positive manner;

b. collaborating and working equitably with classmates, especially on group assignments;

c. turning in assignments on time;

d. treating others with respect; and

e. producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UNL are serious offenses.

**Attendance:** Students are expected to arrive on time for class (i.e., be prepared to begin at the designated starting time). The decision to miss class is up to each individual student. However, if possible please let the instructor know in advance if you plan to miss class. The attendance policy for this course is as follows:

After one missed class for each class session missed the student’s grade will be lowered one grade level (e.g., from an A to an A- or an A- to a B+). Exceptions to this policy include major illnesses, family emergencies/situations, observances of religious and cultural traditions, and absences to due weather conditions that make travel to class unsafe.

Please note – Students are expected to submit assignments on the date due whether or not they attend class.

**Deadlines and Late Work:** Any assignment not completed by the respective deadline may receive zero points. If you do encounter any issues contact Dr. Rumann AS SOON AS POSSIBLE to make arrangements—if possible.
**Religious Observances:** Both in keeping with the UNL Faculty Senate’s Class Attendance Policy and in recognition of the diversity in our community, students may request alternate means of class participation and/or to turn in assignments on an alternate date due to avoid conflicts with major religious holidays. Please review the syllabus at the beginning of the semester to identify any such conflicts as soon as possible. Requests for accommodations should be made in writing (via e-mail) no later than the end of second week of the semester.

**NO INCOMPLETES WILL BE GIVEN IN THIS CLASS except for major emergencies (e.g., hospitalization) and only after consultation with Dr. Rumann.**

**EVALUATION PROCEDURES**

Grades in this course will be determined by weighing the following evaluation measures as indicated:

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<tr>
<th>Assignment</th>
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<td>Chapter summary presentations &amp; discussion</td>
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<td>Questions &amp; Quotations for Reading Discussions</td>
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<td>Intervention Paper</td>
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<td><strong>Total Points</strong></td>
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**Grading**

A range = 90-100% (162-180 points)
B range = 80-89% (144-161 points)
C range = 70-79% (126-143 points)
F = below 70% (125 points and below)

Students will receive points on each assignment. APA guidelines should be followed in producing papers. Papers should be typed and double-spaced using 12 point font. Students should submit papers as Word documents and assignments electronically in Canvas. Assignments are due on the dates indicated in Canvas.

Students are expected to demonstrate the highest standards of academic integrity and honesty, consistent with expectations of the department, the college, the institution, and our profession.

Points will be deducted for late assignments and no points will be awarded for assignments submitted more than five days after the date it is due. Students must complete all assignments to receive an A grade in this course.
I recognize life happens and there may be situations that arise which affect your participation in the course and ability to submit assignments on time. If that is the case please contact me as soon as possible so that I am aware of the circumstances. I do not need to know detailed private information about your life but I would appreciate enough information to understand the situation generally. If you have any questions regarding this request please let me know.

**ASSIGNMENTS/EVALUATION PROJECTS**

**Attendance Policy**

Students are expected to attend all class sessions but can miss one class without penalty. Students are expected to arrive on time for class (i.e., be prepared to begin at the designated starting time). The decision to miss class is up to each individual student. However, if possible please let the instructor know in advance if you plan to miss class. The attendance policy for this course is as follows:

After one missed class for each class session missed the student’s grade will be lowered one grade level (e.g., from an A to an A- or an A- to a B+). Exceptions to this policy include major illnesses, family emergencies/situations, observances of religious and cultural traditions, and absences due to weather conditions that make travel to class unsafe.

Please note – Students are expected to submit assignments on the date due whether or not they attend class.

**Class Participation**

Although you will not receive specific points for class participation your participation is imperative to your success in this course. Additionally, your participation is considered when final grades are awarded and could result in a student earning a higher or lower grade than is indicated by the number of points earned for the semester.

Students are expected to read assigned readings, contribute regularly to class discussions, and listen respectfully to the statements of others. Class participation will not be assessed solely on how many times a student shares in class. Rather, students should share thoughtful comments that contribute to the class discussions in meaningful ways and monitor their own level of participation so that others have opportunities to share their thoughts, ideas, and reflections. Participation is necessary to make this experience meaningful for all involved in the classroom environment. Respect and openness to a diversity of thoughts, opinions, and ideas is expected.

**Class Introductions (5 points)**

For this introduction, think about your salient experiences in college and how you changed during your undergraduate experience(s). Use your own definition of change and discuss any areas of your life that seem relevant (e.g., academics, faith, moral decision-making, understanding of your identity, purpose, critical thinking, and values, etc.). Your introduction should also include the major influences on your development in college. Some examples include peers, professors, involvement in activities, residence halls and so on. Identify areas in which you believe you really grew and identify factors that you see as contributing to your growth in the areas you mention. Do the same with areas in which you believe your growth has been slower or where you feel you really
struggle(d). What factors do you believe held you back? This class introduction will take place on the first day of class, Tuesday, 1/9. Each student will have up to 5 minutes to introduce themselves to the class.

**Quiz Questions (20 points)**
After reading each chapter describing the foundational theories (i.e., chapters 13, 14, 15 & 16) students should write one multiple choice question based on the content of the chapter(s). Once the question is written it must be submitted in Canvas the Monday before that chapter is covered. Please make sure to note the correct answer for the question and the page number where an explanation of the correct answer can be found. The question must have at least four choices including the correct answer.

**Quiz (20 points)**
There will be a quiz on using college student development theory and the foundational theories covered in the course (i.e., chapters 1-3 & chapters 13-16). The quiz will be taken in Canvas and will not be timed. You can use any class sources while taking the quiz but please do not consult with other class members about the questions and/or answers. In other words, you should take the quiz on your own. The quiz will focus on chapter readings and will contain multiple choice questions including questions submitted by students in the class.

**Chapter Summary Presentations & Discussion (20 points)**
Beginning with the social identity development chapters in the book students will give a 60 minute presentation and discussion in teams of two or three that covers the content of the chapter. Then, following the presentation teams will facilitate a discussion that helps their peers critically think about and synthesize the theories and models addressed in the chapter.

Teams are also required to create a one page cheat sheet of the theories and models discussed in the chapter which provides a summary of the major tenets and points of the theory or model. This worksheet (i.e., cheat sheet) must be submitted in Canvas the Monday before the team’s presentation.

Teams for this assignment will be selected by the instructor based on student responses and preferences.

**Reading Discussion Group Questions and Quotations (20 points)**
Small discussion groups will discuss the chapter and the additional required readings (i.e., in addition to the chapter reading) for each of the social identities addressed in the course (i.e., chapters 4 – 11). Based on those readings students are required to write one discussion question/prompt that addresses the chapter reading AND one discussion question/prompt that addresses one of the additional required readings. Students are also required to note one quotation pulled from the chapter AND one quotation pulled from one of the additional required readings that stood out to them. The two discussion questions/prompts and the two quotations must be submitted in Canvas the Monday before the class session when those readings are going to be addressed.

**Case Study Paper & Presentation (20 points)**
Teams of three (3) students (selected by the instructor) will complete a case study response paper and presentation. The case study assignment will be used to assess students’ ability to use theory to conceptualize college students’ experiences and identify interventions to facilitate student development. It will also afford students an opportunity to work collectively and use theory to inform their work.

Triads will be presented with a case and should specifically follow these steps in their case study analysis and response paper:

Step 1 – A brief description of the theory or theories you used to analyze and respond to the case (1.5-2 pgs.)
Step 2 – Theoretical analysis of the case (1.5-2 pgs.)
Step 3 – Course of action based on your theoretical analysis (1.5-2 pgs.)
Step 4 – Goals of your proposed course of action (1 pg.)
Step 5 – Advantages and disadvantages of your course of action (1 pg.)
Step 6 – Evaluation strategies – how will you assess and evaluate the outcomes of your course of action/solution? (1 pg.)

For step 4 Course of Action make sure you explicitly describe how theory helped inform your decisions and the ways in which theory is connected to your intervention, intended outcomes, and chosen course of action. Clearly making that link is one of the, if not the, most important piece of the case study assignment. This part of your response should include limitations of the theory and what you could not address using that particular theory. Also, please clearly identify and explain how the different factors of your selected course of action facilitate development based on your understanding of the theory. Case study papers should be no more than nine (9) pages in length (not including title and reference pages) double-spaced and submitted as a Word document.

Presentations: Case study teams will also present their case study response in class. The presentation should provide a summary of their case study response and address each of the steps described in their paper. Teams will have up to 20 minutes for the presentation followed by 5 minutes for questions and answers.

Assessment criteria: Assessment of the case study will be based primarily on how effectively the analysis uses theory to inform practice and how appropriate the course of action is for the situation described and theory used.

Intervention Project (35 points total) – Please note the intervention project can be completed individually, in pairs or in triads.

Purpose of the assignment
Reading and discussing student development theory and intervention provides one vehicle for developing an appreciation for the usefulness of theory in practice. However, actual practice in analyzing issues using theory and designing interventions based on theoretical analysis can often be a more effective learning device. The purpose of this assignment is to provide students the opportunity to apply theory to practice. Therefore, every aspect of the assignment should be guided by the theory you have chosen to inform your work.
Assignment description
In your learning teams, you will identify a current issue in higher education relevant to a particular department or unit of student affairs and prepare a paper reviewing relevant literature regarding the issue and analyzing it using one theory discussed in the course. In the second section of the paper, you will design an intervention to address the issue. Please consult with the instructor concerning the issue you have identified and the focus of your intervention prior to beginning serious work on this project.

Your intervention paper will consist of two sections. In the first section, provide an overview of the issue you have identified and note the institutional setting and student and/or academic affairs unit that are affected by this issue. Consult and cite professional literature to discuss the issue and substantiate its importance to the office or department you have targeted (at least five (5) citations are required).

In the second section of your paper, discuss an intervention designed to address the issue you have identified. It may focus on individuals, student groups, classroom situations, policy changes, or other aspects of student life. It should be grounded in the theoretical analysis you have conducted. (For example, a potential intervention could be a career planning activity based on an analysis of the developmental level and needs of first-year students.)

It is critical that the theory you have chosen drives your decision making process! In other words, do not choose an intervention and then try to make the theory fit as an afterthought. The intervention must fit the theoretical framework you have chosen.

Section A. The Issue (10 points)
Overview of the issue
A concise description of the issue you will be addressing in your intervention. Please provide enough detail so that the reader has a complete understanding of the issue you intend to address. This description should include a review of research literature regarding the issue. You are required to use at least five (5) sources in your literature review preferably from within the last 10 years.

Students are encouraged to build on the work they completed in EDAD 842 – College Students in America for their intervention project. However, that work should be edited and revised in a way that is consistent with the purpose of this assignment and you should not submit exactly the same work you completed for EDAD 842.

Description of the targeted audience
Describe relevant characteristics of the students at which the intervention is aimed (e.g., age, gender, racial/cultural background, class year).

The setting
Provide a detailed description of the institutional setting (e.g., UNL, small private college, HBCU, community college, etc.) and student affairs context (e.g., student organization, residence hall floor, advising office, etc.). This should include organizational structure, size and location of the institution, institutional type, and any other information you believe is necessary to provide appropriate context for the reader.
Section A – The Issue is due on 2/13 so you should start thinking about this project right away!

Section B. The Intervention (25 points)

Theoretical framework
In this section of the paper you should provide a detailed description of the theory or theories you have chosen as the guiding theoretical frameworks.

Developmental context
Discuss the developmental implications of the setting. For example, how does the setting affect where the students might be with regard to their development in relation to the theory you have used in your analysis?

Intervention description
Describe your intervention in enough detail that someone else could conduct it. It is imperative that you provide all of the necessary information here (e.g., a timeline and schedule) so that the reader fully understands what it is you plan to do. I would highly recommend you ask someone outside of your learning team to review this section of the paper before you submit the final draft. This is also where appendices can be useful in helping the reader understand the details of your intervention plan. For example, if you are designing a class you should include a syllabus in your appendices.

In this section you should also provide a developmental rationale for your intervention. In other words, based on theory, why have you decided to do what you are doing? You need to clearly explain how the theory informed the decisions you made pertaining to your intervention plan. Major points will be deducted from your final grade if this is not done effectively. In this section you should also address why you chose the theory to guide your work and how it helped you understand the issue. **This is the most important section of your paper!**

Intervention goals
What are your cognitive, affective, and behavioral goals for the intervention? Make sure you address each of these areas and clearly explain how your goals are guided by developmental theory. Your goals must be connected to the theory you have chosen as a framework for your intervention. You should identify goals that are grounded in your guiding theoretical framework and explain how they are informed by the theory. For example, if your intervention is based on self-authorship make sure your goals are representative of that.

Evaluation plan
Explain in detail how you will evaluate your intervention and provide a rationale for the strategy or strategies you have chosen. Make sure your evaluation plan is connected to your theory and the goals of the intervention. For example, if you are conducting focus group interviews how are the questions you ask connected to the theory? Or, if you intend to use a survey as an evaluation tool how was your theory used to design that instrument? In this section of the paper please include the documents and/or questions you plan to use for your evaluation (e.g., focus group questions, survey instrument) in the appendix.

References
Provide a list of any reference material used, including books, journal articles, and other sources.

**Appendices**
Attach any resource materials (e.g., handouts, evaluation documents, outlines, and timelines) to be used in the intervention.

**Assessment Criteria:** The paper will be on the basis of the significance of the issue identified, depth of research and appropriate discussion of the issue, depth and accuracy of theoretical analysis of the issue, the appropriateness of the intervention for addressing the issue, appropriate theory-to-practice connections in support of intervention, thoroughness of discussion, quality of supporting materials, and technical adequacy of the writing. You are required to use APA style formatting in your entire paper.

**Intervention Poster Presentation (15 points)**

The main purpose of this assignment is to share the information you gained through your intervention project with others. Additionally, it is my hope that the process of creating this poster and discussing your paper with others will help you to come to a greater understanding of how theory can be used to inform practice and give you an opportunity to propose an intervention that is grounded in theory. Finally, as poster sessions are a common conference presentation format, my hope is that this experience will encourage you to present posters at regional and/or national conferences in the coming years.

**Content and Design of Posters:** The content of your poster should reflect the key points from your intervention paper including the issue you chose to address, the setting and your targeted audience, your theoretical analysis of the issue, a brief description of the intervention, your intervention goals, and your plan for evaluating the effectiveness of the intervention. Please note that you should properly cite information on your poster as you would in a paper and include a list of references. You may use graphics or photos if you wish, but please be sure that your images are appropriate for a professional setting and respectful of your population.

You should design your poster as if you were going to present it at a conference – sizes can range from approximately 3x4 to 5x6 feet. You may use whatever program you would like to design your poster (power point can be particularly useful for this type of poster design).

Along with your poster you should prepare a *very short* “elevator speech” that introduces your poster and covers the main points. Your “elevator speech” should be no longer than 3 minutes.

**Grading:**
I will be grading your posters (15 points) based on the following criteria:

- Appropriateness of the content
  - Content is interesting and informative
  - Content contributes to the audience’s understanding of the intervention
  - Content is cited appropriately
- Overall poster appearance
  - Poster is readable from at least 6 feet away
  - Materials are organized clearly
o Poster is visually appealing
o Poster is presented professionally
• Quality of your elevator speech and interaction with individuals viewing your poster.

Cajita Project (25 points)

The cajita project is “a personal reflective box that represents who each student is as a person…. [and] is designed to assist each participant to become a reflective, socially conscious scholar-practitioner.” (Kanagala & Rendón, 2013, p. 45).

The purpose of this project is to reflect on your own intersecting identities, examine what you have learned about your identities from others as well as how you have made meaning of them for yourself. You will need to create a cajita for this project. Do not use an existing artifact from home. It is important for this project that you incorporate reflection which can be enhanced through the construction of the cajita. The assigned articles describe what a cajita is and will be available along with the cajita assignment description in Canvas. Just as important as the product you create is the process you go about to reflect on your own experiences and how you have come to make sense of your identities.

In addition to making the cajita, you must submit a 1-2 minute video reflection or write a 1-2 page reflection and submit to Canvas including the following:
• Description of the process you went through to imagine and create the cajita
• Any themes you identified in the ways that you learned who you were expected to be
• A description of the feelings that you experienced while working on the project and thinking about sharing it with others.

Consider the following prompts as you prepare and construct your cajita. Cajitas that do not reflect attention to these prompts are likely to be graded lower.
• Who am I?
• What are my various personal and social identities? (include some identities covered as topics in this course).
• How have those identities been shaped by my environment(s)?
• How have your identities interacted with and shaped each other?
• How have those identities been shaped by communities of people and individuals?
• How do the people around me perceive my identities? Is this similar to or different from how I perceive my own identities?
• What were the most salient identities for me as a college student? Why were these the most salient at this time in my life?
• Are the same identities salient to me now? What, if anything, has influenced change?
• How did I perceive the identities of those around me during my college experience? Were the faculty, staff, and students at my college/university like me? Different from me? What impact did this have on my experiences in college?
• What assumptions or biases do I have about my own identities and the identities of others?
• What are my biggest fears in addressing issues of identity in my work in higher education?
Please do not simply answer each question listed above; rather, use these questions as a jumping off point to start thinking about your identity and the role of diverse identities in the college experience. These are ideas to get your started. Share to the level with which you are comfortable. I look forward to getting to know you through this activity and will in turn share my cajita with each of you.

Please see the module schedule for the semester on the next page!
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<tr>
<th>Date</th>
<th>Topic(s) and Readings</th>
<th>Due</th>
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<td>Overview of the course and syllabus review Thinking about theory</td>
<td>Class introductions</td>
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<tr>
<td>1/16</td>
<td>Using college student development theory [Chapters 1-3 in Patton et al. and required readings in Canvas (choose one)]</td>
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<tr>
<td>1/23</td>
<td>• Psychosocial Identity Development – Pgs. 281–285 &amp; Chapter 13 (Erikson; Marcia; Josselson; Chickering)</td>
<td>Quiz questions for chapters 13 &amp; 14</td>
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<td></td>
<td>• Epistemological and Intellectual Development – Chapter 14 (Perry; Belenky et al.; King &amp; Kitchener)</td>
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<td>1/30</td>
<td>• Moral Development – Chapter 15 (Kohlberg; Rest; &amp; Gilligan)</td>
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<td>• Development of Self-Authorship – Chapter 16 (Kegan; Baxter-Magolda)</td>
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<td>Introduction to Social Identities, Intersectionality &amp; Multiple Dimensions (Chapter 4 and required readings in Canvas)</td>
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<td>Sexual Identity Development (Chapter 7 and required readings in Canvas)</td>
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<td>3/6</td>
<td>Case Study Presentations</td>
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<td>No Class – Spring Vacation</td>
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<td>Disability Identities and Identity Development (Chapter 4 and required readings in Canvas)</td>
<td>Intervention Paper</td>
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<td>Social Class and Identity (Chapter 11 and required readings in Canvas)</td>
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<td>4/17</td>
<td>Reflecting on Theory and Practice – (Chapters 17 &amp; 18 and required readings in Canvas)</td>
<td>Cajita Project</td>
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<td>Poster Session</td>
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Appendix B: Quiz Example

Pre-Quiz on Psychosocial

Name:

Which of Marcia’s four Identity Statuses is viewed as the healthiest psychological status that implies successful navigation?

A. Foreclosure
B. Moratorium
C. Identity Achievement
D. Diffusion

According to Josselson's Theory of Women Development, women within the "Identity Achievements: Pavers of the Way" pathway often hold feelings of the following upon ending college:

A. Conflict- Unable to make life decisions and questioning meaning of life
B. Harmony- Women who search for ways to express their identity through their occupation
C. Instability- Unable to make identity commitments
D. Directionless- Lack of direction in their future

Which stage of Erikson's Identity Development Theory was the focus of James Marcia's work explaining how "young adults experience and resolve crises"?

A. Stage 5 Identity vs. Identity Diffusion
B. Stage 2 Initiative vs. Guilt
C. Stage 6 Intimacy vs. Isolation
D. Marcia's work focused on all of the stages

All of the following are vectors in Chickering's theory except:

A. Managing Emotions
B. Establishing Identity
C. Establishing Independence
D. Developing Purpose
Which of Erikson’s eight states of development represents a major transition from child to adulthood and a desire to define oneself?

A. Stage Two: Autonomy versus shame and doubt

B. Stage Three: Initiative versus guilt

C. Stage Four: Industry versus inferiority

D. Stage Five: Identity versus identity diffusion
Pre-Quiz on EID

Name:

In the development of the reflective judgment model (RJM), seven stages represent a distinct set of assumptions about knowledge and the process of acquiring knowledge, and problems. These stages are sometimes clustered, which is not one of the clusters?

A. Post-reflective thinking
B. Quasi-reflective thinking
C. Pre-reflective thinking
D. Reflective thinking

Which of the following answer selection is a concern/caution for Perry’s Theory of Intellectual and Ethical Development?

A. Difficult to measure with assessment
B. It measures students’ socialization instead of growth
C. Development occurs at individual stages without consideration of movement
D. Does not consider deflection from cognitive growth
E. All of the above

For the Developmental Instruction Model, which of the following is NOT a variable that describes the model?

A. Structure
B. Diversity
C. Flexibility
D. Personalism
Separate knowing and connected knowing are approaches that fall under which perspective in Belenky, Clinchy, Goldberger, and Tarule’s Women’s Ways of Knowing theory?

A. Received knowing
B. Subjective knowing
C. Procedural knowing
D. Constructed knowing

Which of these deflection from cognitive growth as presented by Perry (1968) is characterized by a return to dualistic thinking due to being overwhelmed or overly challenged?

A. Temporizing
B. Escape
C. Retreat
D. None of the Above
Appendix C: Case Study Assessment

Step 1 – A brief description of the theory or theories you used to analyze and respond to the case [2 points]
Step 2 – Theoretical analysis of the case [5 points]
Step 3 – Course of action based on your theoretical analysis [5 points]
Step 4 – Goals of your proposed course of action [3 points]
Step 5 – Advantages and disadvantages of your course of action [2 points]
Step 6 – Evaluation strategies – how will you assess and evaluate the outcomes of your course of action/solution? [3 points]

For step 4 Course of Action make sure you explicitly describe how theory helped inform your decisions and the ways in which theory is connected to your intervention, intended outcomes, and chosen course of action. Clearly making that link is one of the, if not the, most important piece of the case study assignment. This part of your response should include limitations of the theory and what you could not address using that particular theory. Also, please clearly identify and explain how the different factors of your selected course of action facilitate development based on your understanding of the theory.

Case studies should be no more than nine (9) pages in length (not including title and reference pages) double-spaced and submitted as a Word document.

Assessment criteria: Assessment of the case study will be based primarily on how effectively the analysis uses theory to inform practice and how appropriate the course of action is for the situation described and theory used.

Teams of three (3) students (selected by the instructor) will complete a case study response paper and presentation. The case study assignment will be used to assess students’ ability to use theory to conceptualize college students’ experiences and identify interventions to facilitate student development. It will also afford students an opportunity to work collectively and use theory to inform their work.

Triads will be presented with a case and should specifically follow these steps in their case study analysis and response paper:

Step 1 – A brief description of the theory or theories you used to analyze and respond to the case (1.5-2 pgs.)
Step 2 – Theoretical analysis of the case (1.5-2 pgs.)
Step 3 – Course of action based on your theoretical analysis (1.5-2 pgs.)
Step 4 – Goals of your proposed course of action (1 pg.)
Step 5 – Advantages and disadvantages of your course of action (1 pg.)
Step 6 – Evaluation strategies – how will you assess and evaluate the outcomes of your course of action/solution? (1 pg.)
Appendix D: Intervention Project Assessment

Intervention Project Assessment

Name:

Theoretical framework [4 points]
In this section of the paper you should provide a detailed description of the theory or theories you have chosen as the guiding theoretical frameworks.

Developmental context [2 points]
Discuss the developmental implications of the setting. For example, how does the setting affect where the students might be with regard to their development in relation to the theory you have used in your analysis?

Intervention description [8 points]
Describe your intervention in enough detail that someone else could conduct it. It is imperative that you provide all of the necessary information here (e.g., a timeline and schedule) so that the reader fully understands what it is you plan to do. I would highly recommend you ask someone outside of your learning team to review this section of the paper before you submit the final draft. This is also where appendices can be useful in helping the reader understand the details of your intervention plan. For example, if you are designing a class you should include a syllabus in your appendices.

In this section you should also provide a developmental rationale for your intervention. In other words, based on theory, why have you decided to do what you are doing? You need to clearly explain how the theory informed the decisions you made pertaining to your intervention plan. Major points will be deducted from your final grade if this is not done effectively. In this section you should also address why you chose the theory to guide your work and how it helped you understand the issue. This is the most important section of your paper!

Intervention goals [4 points]
What are your cognitive, affective, and behavioral goals for the intervention? Make sure you address each of these areas and clearly explain how your goals are guided by developmental theory. Your goals must be connected to the theory you have chosen as a framework for your intervention. You should identify goals that are grounded in your guiding theoretical framework and explain how they are informed by the theory. For example, if your intervention is based on self-authorship make sure your goals are representative of that.

Evaluation plan [4 points]
Explain in detail how you will evaluate your intervention and provide a rationale for the strategy or strategies you have chosen. Make sure your evaluation plan is connected to your theory and the goals of the intervention. For example, if you are conducting focus group interviews how are the questions you ask connected to the theory? Or, if you intend to use a survey as an evaluation tool how was your theory used to design that instrument? In this section of the paper please include the documents and/or questions you plan to use for your evaluation (e.g., focus group questions, survey instrument) in the appendix.
References [1.5 point]
Provide a list of any reference material used, including books, journal articles, and other sources.

Appendices [1.5 point]
Attach any resource materials (e.g., handouts, evaluation documents, outlines, and timelines) to be used in the intervention.
Appendix E: Visual Depiction of Identity Development
Appendix F: Cajita Project and Corresponding Reflection

While going through the Cajita Project, I thought the process was quite simple. It first began while we were doing an in-class activity, utilizing different drawings and playdoh. We were assigned to create a representation of our own identities. While doing so I immediately thought of a flower analogy, and as I symbolized different pieces of the flower (soil, stem, petals, etc.) everything soon came together. After reflection, I thought it would be a wonderful idea to incorporate into my Cajita. Instead of a drawing I thought of ways to make it 3D and transfer a lot of the symbolization I initially had from our previous activity into the Cajita Project.

Additionally, as for themes, I found that a lot of my reflection resembled a timeline, which started from the ground up. Another main theme is that it begins with my journey of how I was brought up and raised, and my cultural identity. I then discussed the struggles, but moved forward talking about how different aspects have shaped my life.

Overall, it has been a positive experience working on this project, and I feel comfortable sharing this with others. Over the past couple of weeks, I’ve heard negative things about the assignment or others not taking the project seriously. However, I think it’s an important assignment as people are
able to reflect on their own privilege and/or marginalized identities and how that has played a role in their lives. This project also does not have to be completely vulnerable. I feel that others can share positive highlights of their identity and what represents that. However, while I am not a fan of public speaking, I am comfortable sharing the components that make up my personal identity.