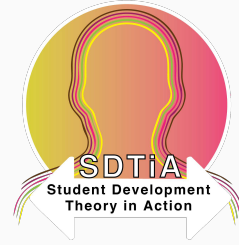


Student Development: Site Observations



Assignment Rationale

Student Development: Site Observations is a two-part assignment designed to help students better understand how student development theory functions across various practice-based learning environments. By engaging in both dialogue and self-reflection, students will explore how educators (e.g., instructors, supervisors, mentors, academic leaders, and student affairs educators) use theory to support college students' growth and development in real-world settings. In addition, this learning activity helps students strengthen their theory-building and theory-assessing practice skills—two inevitabilities of applying theory effectively within the Student Development in Action (SDTiA) framework.

Part 1 Assignment Overview and Requirements: Conversation with Site Supervisor

The goal of this component is to gain insight into the developmental goals of your assistantship/internship site or functional area. To do this, students will conduct a conversation with the site supervisor, guided by the following questions:

- Who are the college students we serve?
- What developmental outcomes (e.g., skills, attitudes, or forms of self-knowledge) do we aim to foster in these students?

After your conversation, students must write a **one-page, double-spaced reflective paper** (excluding cover and reference pages) summarizing what they learned. The reflection should demonstrate thoughtful engagement with your supervisor's perspective. Submissions will be read by the instructor and the teaching assistant (TAs).

Part 2 Assignment Overview and Requirements: Self-Reflection

This second part of the assignment encourages students to apply what they have learned about student development theory to their own practice. Their written reflection should:

- Identify the developmental outcomes the student aims to foster in the students they serve
- Highlight one or more formal theories that can help the student to support those outcomes
- Demonstrate a deeper, more nuanced understanding of student development than what was presented in Part 1

The reflection submitted should be no more than **two double-spaced pages** (excluding cover and reference pages). Submissions will be read by the instructor and the teaching assistant (TAs).