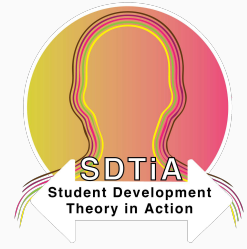


# Develop an Actionable Classroom and/or Practice Intervention



## Assignment Rationale

The SDTiA framework strengthens theory-to-practice connections by empowering educators to design interventions that are intentionally grounded in student development theory. Consistent with this framework, this learning activity supports students in developing theoretically grounded classroom or practice-based interventions that move beyond prescriptive or deficit-oriented approaches. Specifically, the assignment encourages students to design interventions that “empower students rather than control their decisions, respond thoughtfully to the sociopolitical contexts shaping students’ lived experiences within their institutions, and illuminate the unique needs of student populations that have often been overlooked in how a particular developmental issue has been addressed on campus” (Chapter 1). By engaging theory as a generative tool for action, students will learn to translate conceptual knowledge into intentional, context-responsive practice.

## Assignment Overview

The Develop an Actionable Classroom/Practice Intervention assignment builds on students’ prior analysis of a developmental issue by requiring them to design a concrete intervention informed by student development theory. Students will critically examine how theory can guide the design, implementation, and anticipated outcomes of a classroom or practice-based intervention situated within a specific institutional or sociopolitical context. Emphasis is placed on intentional alignment between theory, developmental goals, and practical strategies. Through this assignment, students will deepen their understanding of how theory informs practice and how interventions can be designed to support student development in equitable, responsive, and contextually grounded ways.

## Assignment Requirements

The *Develop an Actionable Classroom/Practice Intervention* assignment may be completed individually or as a group project. In a **15-page, double-spaced paper**, students must:

1. Discuss the student development theory or theories that informed their understanding of the identified developmental issue, clearly explaining why these theoretical perspectives are appropriate for the population and context of interest.
2. Develop a clear and concise **purpose statement** that articulates the aim of the proposed classroom or practice intervention and the developmental outcomes it is intended to support. © Renn et al., *College Student Development Theory in Action* (Routledge 2026)

3. Provide a detailed **overview of the intervention**, outlining its key components, structure, and implementation. This overview must clearly demonstrate how the elements of the intervention are grounded in and mapped onto the selected theory or theories and how the intervention is contextualized to address the identified developmental issue within a specific institutional or sociopolitical setting. Together, these components should demonstrate a coherent and intentional connection