STUDENT AFFAIRS CURRICULUM

BACKGROUND

The Division of Student Affairs at Clemson University believes each one of us has the potential to positively impact the world. Our mission is to promote individual student excellence, invite collaboration and discovery, and challenge students to take responsibility as members of a diverse, global community. To achieve this mission we create supportive environments and innovative opportunities for student learning.

Clemson University's vision is to become a top-20 institution. To support this endeavor, the vision statement for the Division of Student Affairs states that we will provide an exemplary, comprehensive and integrated student life curriculum, resulting in the nation's most engaged, satisfied and successful student body.

A Task Force was developed in March 2012 with representation from across the division. The mission of this Task Force was to develop a Student Life Curriculum for the Division of Student Affairs. Their work is summarized below:
- Review of current guiding documents and language for the division, to include:
  - Mission and vision
  - Learning outcomes
  - Strategic goals
- Capacity building for the Task Force regarding curriculum development and Student Development Theory
- Feedback from the division regarding what we wanted students to know or be able to do as a result of engaging with Student Affairs programs and services
- Feedback from various groups of students about what they expected to gain with regard to knowledge and skills as a result of engaging with Student Affairs programs and services
- Consulting with faculty in the Student Affairs Masters degree program in order to discuss theories and practices relevant to our curriculum
- Synthesizing the language from focus groups of staff and students into overarching learning goals and learning outcomes
- Presenting to the division at various points to show our progress
- Soliciting feedback from the division regarding experiences that have a primary connection to the learning goals and outcomes
- Vetting these experiences using criteria developed by the Task Force to determine which experiences had a strong connection to the learning goals and outcomes, following up with departments as needed during this process
- Identifying experiences that were exemplary in terms of the vetting criteria utilized
- Mapping these experiences to the most appropriate student year (freshman to graduate)
- Identifying resources related to student development, learning outcomes and assessment
- Working with Student Affairs Publications to develop appropriate marketing materials
- Sharing completed curriculum with various university constituents

We believe the development of a Student Life Curriculum will allow us to be more intentional with regard to the learning we create for the students with whom we work. It will also allow us to develop stronger partnerships with our colleagues in Academic Affairs.

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STUDENT AFFAIRS

LEARNING GOALS AND OUTCOMES

The following are the four learning goals and related learning outcomes for the Division of Student Affairs:

Self-Discovery

Self-Discovery is a student's process of gaining personal awareness and understanding of who they are as individuals. Self-Discovery is important because students begin to identify their sense of purpose through the exploration of their interests and abilities as well as establishing their individual values, ethics and beliefs. Students exhibit learning in this area by articulating who they are and understanding how this affects the way they live their lives.

Students will be able to:
1. Identify social and cultural affiliations and describe how their identities are shaped by them
2. Describe their personal values, ethics, beliefs, interests and abilities
3. Explain factors that shape their personal values, ethics, beliefs, interests and abilities
4. Describe how their personal identities, belief systems, interests and abilities contribute to their sense of purpose
5. Integrate new knowledge and experiences into an existing belief system
6. Identify areas of existing strengths and create realistic plans to address gaps between their desired abilities and current skills
7. Demonstrate behaviors that are consistent with a holistic approach to wellness

Interpersonal Engagement

Interpersonal Engagement is a student's ability to meaningfully interact and form positive relationships with others. Interpersonal Engagement is critical to the development of authentic, respectful and supportive communities. Students exhibit learning in this area by valuing interactions with people from diverse populations, recognizing interdependence in communities, and integrating their learning through collaborative experiences with others.

Students will be able to:
1. Exhibit effective verbal and nonverbal communication skills as appropriate to the situation
2. Use inclusive language and exhibit inclusive behaviors
3. Seek and participate in meaningful interactions with individuals different from themselves
4. Demonstrate the ability to effectively contribute to a team effort
5. Identify communities that they and others belong to, and describe how their actions affect those communities, either positively or negatively
6. Demonstrate the ability to appropriately express ideas and emotions, even in uncomfortable situations
7. Demonstrate an ability to successfully resolve conflict

🌐 Global Awareness and Leadership

Global Awareness and Leadership is a student's awareness of issues impacting the community and the world as well as the capacity and desire to take action to make positive, sustainable change. Both components are critical to solving our world's most pressing problems, which require compassion and collaboration. Students exhibit learning in this area by recognizing the differences and commonalities among people as well as understanding and addressing issues of power, privilege and oppression and their impact.

Students will be able to:
1. Identify and articulate their leadership style
2. Identify and articulate their strengths in a group
3. Utilize an ethical decision-making framework
4. Articulate issues impacting their community and the world
5. Demonstrate care and concern for people and the environment
6. Assemble and participate in groups of people with a common vision
7. Identify differences and commonalities among people
8. Meaningfully engage within a diverse community
9. Explain issues of power, privilege and oppression as they relate to social justice
10. Recognize the impact of group actions on the community and the world
11. Create and implement strategies for positive social change

🧠 Critical Thinking

Critical thinking is a student's ability to create a decision-making framework. Critical thinking skills are essential for addressing the issues that are present in an increasingly complex and interdependent world. Students exhibit learning in this area by analyzing information and ideas from multiple sources and perspectives and applying this knowledge to a wide range of problems.

Students will be able to:
1. Analyze the consequences of their actions or inaction
2. Challenge assumptions appropriately
3. Adapt to change
4. Interpret problems as opportunities
5. Seek out, evaluate and synthesize information from various sources
6. Create and implement solutions to solving a problem or issue

THEORETICAL FRAMEWORK

In support of the University's land-grant mission and the Division of Student Affairs core purpose, the Social Change Model of Leadership and Self-Authorship serve as the foundation for the design, intent and implementation of the Student Life Curriculum.

Social Change leadership theory promotes the development of "social change agents" who will address and solve community problems. It calls on the development of citizen leaders who are committed to making our world a better place. The model focuses specifically on creating change, collaboration and civic leadership. Use of the Social Change Model of Leadership supports the belief that leadership is a collaborative process and leadership is socially responsible. The model also emphasizes the notion that leadership is a process and not a position.

Marcia Baxter Magolda's Self-Authorship Theory draws from the belief that as students develop, they move from an external formula of right and wrong to a crossroads stage and finally move into self-authorship, which is an internal definition of values and beliefs. In this theory, there are three dimensions of development that include Cognitive (how do I know?), Intrapersonal (who am I?) and Interpersonal (what kinds of relationships do I want to have?).

The Student Life Curriculum follows this path that students take through learning, developing and gaining ownership of who they are, how they interact with others, how they critically think and where they find a place as leaders in a global society.

SOCIAL CHANGE MODEL

Group Values

Collaboration, Common Purpose, Controversy with Civility

CHANGE

Citizenship

Consciousness of Self, Congruence, Commitment

Individual Values

Societal/Community Values
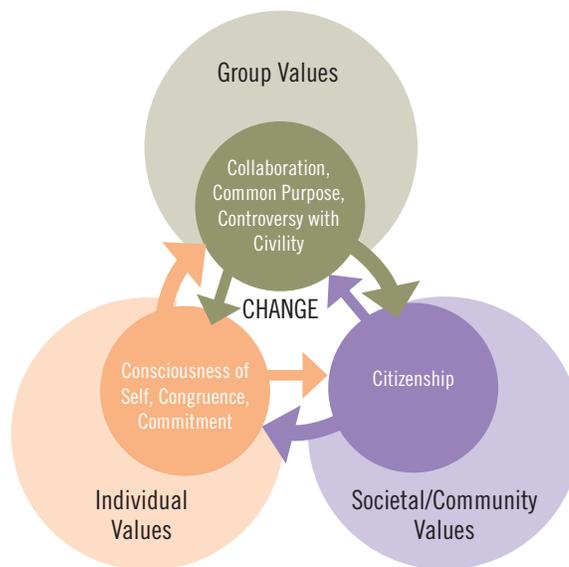
SELF-AUTHORSHIP THEORY

Cognitive Complexity
Intrapersonal and Interpersonal Skills
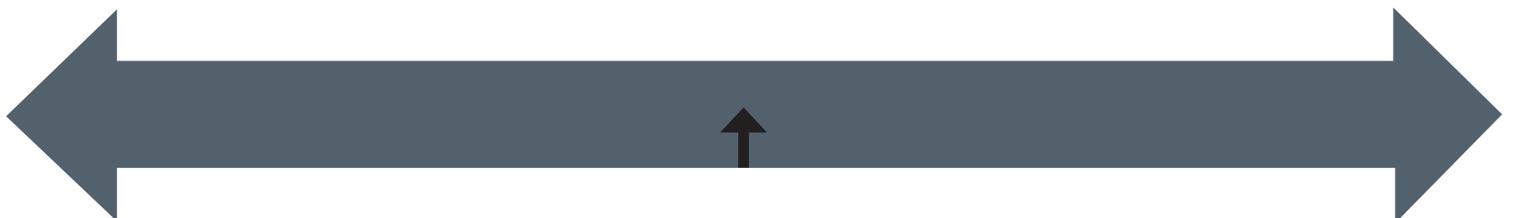
External Definition
Black and White
Absolute thinking
Relying on others

Crossroads
(Emergence of Inner Voice)

Internal Definition
Gray Areas
Contextual Knowledge
Independent beliefs

RUBRIC FOR EVALUATION OF STRONG CONNECTION TO LEARNING GOALS

	Developing	Intermediate	Advanced
Learning Outcomes	Content of the stated outcomes is relevant to the learning goal but may be stated in terms of a process or lack specificity about development of student values, beliefs or abilities.	Learning objectives are stated in terms of outcomes (students will be able to X because of their participation in Y) that clearly relate to Student Affairs learning goals and are understandable by students.	Learning outcomes are stated with a level of specificity that enables measurement of whether students have expanded learning in this area.
Learning Experiences	Description of learning experience provides a general idea of what students will do as part of the learning experience, but activities specifically geared toward student learning are not explicitly described.	Learning activities are described, but it is not explicit why those activities would foster the stated learning outcomes.	Learning activities are described in a high level of detail that specifies the basis (e.g., research, conceptual frameworks, prior assessment) for believing that student participation in these activities has the potential to foster student learning.
Assessment	Learning experience description provides a general acknowledgement that learning will be assessed based on some baseline measures of student participants prior to the learning experience and a post-learning assessment.	Learning experience describes a pre-experience and post-experience learning assessment that allows an evaluation of whether a student changed or developed in some way as a result of their experience. This may include student self-evaluation of their experience.	An "authentic assessment" approach is adopted that uses methods that confirm student learning in a more direct way than a self-reported fixed-response survey measure. Direct assessment typically involves one or more evaluators observing evidence that demonstrates a change in the student (e.g., student enacts a behavior, writes or speaks in detail how they are different as a result of the learning experience).

MAPPING OF STUDENT AFFAIRS EXPERIENCES

LEARNING GOALS AND LEARNING OUTCOMES	FIRST YEAR	SOPHOMORE	JUNIOR	SENIOR	GRADUATE
SELF-DISCOVERY	Aspire Program New Student Dialogues PAW Advising Model Resident Assistant (RA) Leadership Course Tigers L.E.A.D. (Leadership, Education, Action and Development)	Aspire Creative Inquiry (CI) Team PAW Advising Model Peer Dialogue Facilitators Resident Assistant (RA) Leadership Course Tigers L.E.A.D. (Leadership, Education, Action and Development) University Professional Internships and Co-Ops (UPIC)	Aspire Creative Inquiry (CI) Team PAW Advising Model Peer Dialogue Facilitators Resident Assistant (RA) Leadership Course Tigers L.E.A.D. (Leadership, Education, Action and Development) University Professional Internships and Co-Ops (UPIC)	Aspire Creative Inquiry (CI) Team PAW Advising Model Tigers L.E.A.D. (Leadership, Education, Action and Development) University Professional Internships and Co-Ops (UPIC)	Aspire Creative Inquiry (CI) Team GOODTalk
INTERPERSONAL ENGAGEMENT	Residential Education Model (REM) Aspire Program Women in Animal and Veterinary Science (WAVS) Living-Learning Community (LLC) IMPACT	Aspire Creative Inquiry (CI) Team Aspire Student Facilitators Peer Dialogue Facilitators Residential Experience Model (REM)	Aspire Creative Inquiry (CI) Team Aspire Student Facilitators Residential Experience Model (REM)	Aspire Creative Inquiry (CI) Team Aspire Student Facilitators Residential Experience Model (REM)	Aspire Creative Inquiry (CI) Team GOODTalk Aspire Student Facilitators Residential Experience Model (REM)
GLOBAL AWARENESS & LEADERSHIP	Ally Training Civics and Service House (CASH) CU2010: Foundations of Sustainability Living-Learning Community (LLC) IMPACT PAW Advising Model Resident Assistant (RA) Leadership Course Tigers L.E.A.D. (Leadership, Education, Action and Development)	Ally Training Aspire Student Facilitators Civics and Service House (CASH) Living-Learning Community (LLC) Clemson University (CU) Water Drop CU2010: Foundations of Sustainability Dominican Republic Service Trip Internships and Student Workers (Sexpert & Aspire) Internships and Student Workers (Sustainability) LeaderShape® PAW Advising Model Peer Dialogue Facilitators Resident Assistant (RA) Leadership Course Tigers L.E.A.D. (Leadership, Education, Action and Development)	Ally Training Aspire Student Facilitators Clemson University (CU) Water Drop CU2010: Foundations of Sustainability Dominican Republic Service Trip Internships and Student Workers (Sexpert & Aspire) Internships and Student Workers (Sustainability) LeaderShape® PAW Advising Model Peer Dialogue Facilitators Resident Assistant (RA) Leadership Course Tigers L.E.A.D. (Leadership, Education, Action and Development)	Ally Training Aspire Student Facilitators Clemson University (CU) Water Drop CU2010: Foundations of Sustainability Dominican Republic Service Trip Internships and Student Workers (Sexpert & Aspire) Internships and Student Workers (Sustainability) PAW Advising Model	Ally Training Aspire Student Facilitators GOODTalk
CRITICAL THINKING	Campus Banner + Design Fraternity & Sorority Development Model	Campus Banner + Design CU2010: Foundations of Sustainability Fraternity & Sorority Development Model	Campus Banner + Design CU2010: Foundations of Sustainability Fraternity & Sorority Development Model	Campus Banner + Design CU2010: Foundations of Sustainability Fraternity & Sorority Development Model	Campus Banner + Design

MODEL EXPERIENCES FOR EACH LEARNING GOAL

Campus Banner + Design

Description

These internships engage students from all disciplines in a real-world business/learning laboratory that allows them the opportunity to learn technical design skills, build their portfolio, and practice skills like customer service, communication and time management. This experience increases their marketability as prospective employees in an increasingly competitive job market. Internships are offered in the following academic areas (with an academic advising team assisting in what is "taught" within the business following industry trends): Marketing, Management, Business, Human Resources, Traffic, Sales, Communication Studies, Technical Writing, Graphic Communications, Architecture, English, Computer Science, Photography, Social Media.

Learning Outcomes

Based on the type of internship they have:

Design interns will be able to:
- Use mask-clipping techniques in Photoshop, proven through end of semester test where 100 percent will pass expected design standards
- Utilize smart objects in a non-destructive work environment in design programs, proven through end of semester test where 100 percent will complete a pre-determined design activity requiring use of smart objects

Writing interns will be able to:
- Strengthen their writing and editing skills for multiple audiences (speech versus print, Web versus letters, social media posts)
- Understand the communications industry as a whole (print/publication processes, protocols, creative brainstorming, team work, pipelines, deadlines)
- Implement social media tracking and back-end management
- Understand social media timing, content, and engagement
- Use critical thinking skills to inform decision-making processes
- Research information needed for persuasive writing
- Develop a publication from idea to final production
- Create and implement communication campaigns

Customer service interns will be able to:
- Improve email/phone/in-person etiquette and diminish need for multiple emails/phone calls
- Interact with clients with a professional demeanor
- Understand importance of follow-through, updating and communicating
- Communicate better verbally and in writing
- Work as part of a productive team to complete a job

Best Time For This Experience

☒ First-Year   ☒ Junior   ☒ Graduate
☒ Sophomore   ☒ Senior

Because of the variety of roles within Campus Banner + Design, there are opportunities for students at various points in their academic experience with differing levels of prior experience.

How Students Learn

Learning is fostered through a variety of methods including one-on-one conversations with mentors and coworkers, feedback on projects, training materials (videos, booklets, online testing), real-world application, critique of work, cross-training workshops, webinars and journal reviews. Mentors work individually with students to teach industry trends and best practices and review work throughout the semester to ensure learned practices are

put into place. Through daily or weekly meetings, students receive feedback and are given opportunities to improve, test and use their newfound skills on a regular basis.

Assessment
- Journal entries, reflection essays, and mentor observations are evaluated throughout the internship experience to provide formative assessment to improve the student learning experience
- Scoring of text editing to evaluate Associated Press style proficiency
- Rubric-based assessment of writing quality and etiquette
- Summative assessment is conducted by analyzing responses to surveys administered immediately after the internship concludes and one year later

Primary Student Life Curriculum Learning Goals and Outcomes
- Critical Thinking
  - Outcome 3: Adapt to change
  - Outcome 4: Interpret problems as opportunities
  - Outcome 5: Seek out, evaluate and synthesize information from various sources
  - Outcome 6: Create and implement solutions to solving a problem or issue

PAW Advising Model

Description
The PAW advising model is centered around the Student Affairs "why" statement. We work/advise to help our students reach their potential to positively impact the world. Each director or officer from CLEMSONLiVE, TigerPaw Productions and Central Spirit meets weekly for at least an hour with one of three advisers. These advisers engage in conversations centered around eight units that focus on: self identity/confidence, leadership learning, appreciation of others, controversy with civility, work life balance, impact of experience, event planning and transferring experiences beyond college

Learning Outcomes
As a result of their PAW advising experience, students will be able to:
- Articulate impactful and transferable applications of experiences
- Demonstrate an appreciation for personal interactions with others
- Understand the importance of work-life balance
- Identify their leadership style(s)
- Express an increase in self-confidence/identity

Best Time For This Experience
☒ First-Year ☒ Junior ☐ Graduate
☒ Sophomore ☒ Senior

Students in these years are eligible to serve as a director/officer in the three organizations if elected or appointed.

How Students Learn

Professional advising is provided to students holding officer/director positions within the three organizations. Essentially, through PAW advising, we aim to advise the whole student and not just the position the student holds. As a result, advisers facilitate conversations with each student covering not only position responsibilities but also departmental learning outcomes or divisional goals that are outlined in the PAW "curriculum." We have established a guide that helps advisers challenge and/or helps students learn about their impact, actions, viewpoints, thought processes, decision-making, and leadership abilities. Generally, learning and growth that occurs over a student's year in office is verbally articulated by the student or observed by the adviser through adviser/student interaction in or out of advising sessions.

Assessment
- Student self-assessment of skills and aptitudes at start and end of year
- Formative and summative assessment using a rubric completed by advisers

Primary Student Life Curriculum Learning Goals & Outcomes
- Self-Discovery
    - Outcome 4: Describe how their personal identities, belief systems, interests and abilities contribute to their sense of purpose
    - Outcome 5: Integrate new knowledge and experiences into an existing belief system
    - Outcome 6: Identify areas of existing strengths and create realistic plans to address gaps between their desired abilities and current skills
    - Outcome 7: Demonstrate behaviors that are consistent with a holistic approach to wellness

- **Global Awareness & Leadership**
    - Outcome 1: Identify and articulate their leadership style
    - Outcome 2: Identify and articulate their strengths in a group
    - Outcome 3: Utilize an ethical decision-making framework
    - Outcome 5: Demonstrate care and concern for people and the environment
    - Outcome 6: Assemble and participate in groups of people with a common vision
    - Outcome 7: Identify differences and commonalities among people
    - Outcome 10: Recognize the impact of group actions on the community and the world

Peer Dialogue Facilitator

Description

Peer Dialogue Facilitators (PDFs) are undergraduate students whose primary role is to enhance campus climate through programs that improve understanding, acceptance and communication among Clemson University students. Each fall, PDFs facilitate New Student Dialogues to help all incoming students learn essential dialogue and intercultural communication skills that are critical for living, learning, and working in diverse and inclusive communities.

Learning Outcomes

As a result of their Peer Dialogue Facilitator experience, students will be able to:

- Demonstrate proficiency in the design and facilitation of intergroup dialogue
- Understand the social constructions of power and privilege
- Increase their understanding of citizenship within a diverse community and global society
- Develop an awareness of self as it relates to their social identities and their relationship to diverse groups
- Articulate their own ethnic/cultural heritage
- Be aware of how their cultural background and experiences have influenced their attitudes and beliefs
- Verbally and nonverbally communicate acceptance of culturally different students

Best Time For This Experience

☐ First-Year   ☒ Junior   ☐ Graduate
☒ Sophomore   ☐ Senior

Although a few first-year students start this program in their spring semester, sophomores and juniors tend to have the most rewarding and rich experiences because they are developmentally at a place to think deeper and process bigger issues. Their comfort with the process of being a college student frees them up to think more critically about the material.

How Students Learn

As part of their enrollment in a Creative Inquiry course, PDFs research and develop topical dialogue sessions that focus on a range of social issues involving but not limited to race, ethnicity, spirituality, gender, socio-economic status, sexual orientation, and ability. As part of their preparation to lead these dialogues, PDFs reflect on their own heritage and social identities and discuss how these affect their worldview.

Assessment

- First semester: Pre/post-experience survey
- Second semester: Observations of New Student Dialogue sessions evaluated using a rubric
- Third semester: Exit interviews analyzed for themes
- All semesters: 1:1 meetings with staff structured to provide formative assessment to PDFs

Primary Student Life Curriculum Learning Goals and Outcomes

- Self-Discovery
  - Outcome 1: Identify social and cultural affiliations and describe how their identities are shaped by them
  - Outcome 2: Describe their personal values, ethics, beliefs, interests and abilities
  - Outcome 3: Explain factors that shape their personal values, ethics, beliefs, interests and abilities
  - Outcome 4: Describe how their personal identities, belief systems, interests and abilities contribute to their sense of purpose
  - Outcome 5: Integrate new knowledge and experiences into an existing belief system

- Interpersonal Engagement
  - Outcome 1: Exhibit effective verbal and nonverbal communication skills as appropriate to the situation
  - Outcome 2: Use inclusive language and exhibit inclusive behaviors
  - Outcome 3: Seek and participate in meaningful interactions with individuals different from themselves
  - Outcome 4: Demonstrate the ability to effectively contribute to a team effort
  - Outcome 5: Identify communities that they and others belong to, and describe how their actions affect those communities, either positively or negatively
  - Outcome 6: Demonstrate the ability to appropriately express ideas and emotions, even in uncomfortable situations
  - Outcome 7: Demonstrate an ability to successfully resolve conflict

- Global Awareness & Leadership
  - Outcome 4: Articulate issues impacting their community and the world
  - Outcome 5: Demonstrate care and concern for people and the environment
  - Outcome 6: Assemble and participate in groups of people with a common vision
  - Outcome 7: Identify differences and commonalities among people
  - Outcome 8: Engage meaningfully within a diverse community
  - Outcome 9: Explain issues of power, privilege and oppression as they relate to social justice
  - Outcome 10: Recognize the impact of group actions on the community and the world
  - Outcome 11: Create and implement strategies for positive social change

Residential Experience Model

Description

A residential curriculum provides intentional opportunities for student learning and success outside of the classroom and in the residential living environment. The residential curriculum has identified areas of focus to promote student engagement and success that are aligned with the missions of Clemson University, University Housing & Dining and Residential Life.

Learning Outcomes

As a result of their participation in the Residential Experience model, students will exhibit learning in the following areas:

Self Exploration
- Residents will be able to:
  - Identify their own social identities
  - Examine personal values
  - Engage in dialogue with others about social identity
  - Recognize which social identities are given privilege in society
  - Demonstrate congruence with values that they personally espouse
  - Articulate personal life passion

Living in Community
- Residents will be able to:
  - Respectfully discuss expectations of self and others in a shared living environment
  - Recognize the impact of actions on the community
  - Engage in dialogue with each other about behaviors that impact the community
  - Articulate the value of interacting with people with diverse identities
  - Identify social, economic, and environmental characteristics of sustainable communities
  - Engage in sustainable behaviors and initiatives
  - Challenge instances of oppression in the community

Intellectual Engagement
- Residents will be able to:
  - Utilize appropriate campus resources to enhance learning
  - Utilize problem-solving skills to generate solutions
  - Demonstrate competence in interacting with faculty, staff and peers
  - Confirm a chosen major through a reflective process
  - Engage in career development activities
  - Recognize the benefit of learning as a process

Global Citizenship
- Residents will be able to:
  - Recognize that leadership is a process
  - Identify social justice issues impacting society
  - Articulate their personal leadership philosophy
  - Identify actions that contribute to positive, sustainable change in the global community
  - Engage in actions that contribute to a socially just society

Best Time For This Experience

☒ First-Year   ☒ Junior   ☐ Graduate
☒ Sophomore   ☒ Senior

The majority of students living on campus are first-year students, but developmentally appropriate learning experiences are designed for the unique needs of upperclass students.

How Students Learn

As part of the on campus living experience, Resident Assistants note individual interactions with residents to determine trends around each of the three learning goals. These logs are interpreted by supervisors and are used along with sociograms and strengths, weaknesses, opportunities and threats (SWOT) analysis to create unique Community Plans that help each community to reach the desired learning goals. Community Plans might entail specific individual connections, group programs, or educational displays.

Assessment

Each month, RAs complete a monthly report where they record instances where they have observed residents demonstrating or not demonstrating achievement of learning outcomes. Professional staff use scoring rubrics that identify where residents fall along their achievement of learning outcomes (no demonstration, approaching, meeting, exceeding). At the end of the year, formal assessments (focus groups and surveys) of residents and staff will determine how effective REM was utilized as a way to inform student learning.

- Utilize created rubrics to evaluate students participating in specific experiences
- Evaluate training evaluations/materials
- Evaluate RA interview questions
- Evaluate Community data
- Conduct/Office of Community and Ethical Standards (OCES) data
- Review of supervisor 1:1/focus groups with staff
- EBI survey data

Primary Student Life Curriculum Learning Goals and Outcomes
- Interpersonal Engagement
  - Outcome 2: Use inclusive language and exhibit inclusive behaviors
  - Outcome 3: Seek and participate in meaningful interactions with individuals different from themselves
  - Outcome 4: Demonstrate the ability to effectively contribute to a team effort
  - Outcome 5: Identify communities that they and others belong to, and describe how their actions affect those communities, either positively or negatively
  - Outcome 6: Demonstrate the ability to appropriately express ideas and emotions, even in uncomfortable situations
  - Outcome 7: Demonstrate an ability to successfully resolve conflict

RESOURCES

1. *How to write strong learning outcomes*
2. *Different assessment methods and their appropriate utilization*
3. *More information on theoretical frameworks we used*
4. *Pinnacle student development theories*
5. *Relevant Articles, such as:*
    a. Are ALL of your Educators Educating?
    b. Chickering and Gamson's 7 Principles for Effective Practices in Education
6. *Reference Books / Journals*
    a. Learning Reconsidered 2
7. *Annotated bibliography*