

# Guiding Models, Theories, and Best Practices for Co-curricular Programs

West Chester University Division of Student Affairs

Here are some examples of guiding models and best practices that have been utilized in Ram Plan programs.

- 12 Step Philosophy
- Active Citizen Continuum
- American Red Cross Guidelines
- Belmont Report
- Bloom's Taxonomy
- Circles of Sexuality Model
- Cognitive Behavioral Therapy
- Continuum of Service-Learning
- Cultural Wealth Model
- Developmental Model of Cultural Sensitivity
- Dialectical Behavioral Therapy
- Environment Approach to Student Learning
- Experiential Learning Cycle
- Five Components of Emotional Intelligence
- Five Critical Elements of Meaningful Service
- Five Practices of Exemplary Leadership
- Five Senses of Successful Transition
- Framework for Information Literacy for Higher Education
- Growth Zone Model
- Healthy Minds Study
- Interpersonal Process in Therapy: An integrated model
- Know, See, Plan, Do Model
- Model of Lesbian, Gay, Bisexual Development Identity
- Model of Multiple Dimensions of Identity
- Motivational Interviewing
- Multicultural Competence
- NACE Competencies

- Popular Education
- Positive Psychology
- Principles of Community
- Pro-Social Behavior
- Reflective Judgment Model
- Road Map for Graduate Study: A guide for prospective graduate students
- Role of the College Union
- Servant Leadership Model
- Six Dimensions of Community Well-being
- Six Dimensions of Wellness
- Six Strategies of Community Change
- Social Change Model
- Social Role Negotiation Model
- Socio-Ecological Model
- Stages of Change
- StrengthsQuest
- Student Retention Models
- Three-Stage Disability Identity Model
- Time and Commitment
- Yerkes-Dodson Law

Here are some examples of theories that have been utilized in Ram Plan programs.

- **Astin** – Theory of Student Involvement
- **Bandura** – Social Cognitive Theory
- **Baxter Magolda** - Theory of Self-Authorship
- **Bennett** – Developmental Model of Intercultural Sensitivity
- **Boyatzis** – Intentional Change Theory
- **Bronfenbrenner** – Ecological Systems Theory
- **Chickering & Reisser** – Vectors of Student Development
- **Crenshaw** – Theory of Intersectionality
- **Edwards** – College Men’s Gender Identity Development
- **Festinger** – Cognitive Dissonance Theory
- **Glasser** – Choice Theory
- **Gilligan** – Theory of Women’s Moral Development
- **Hahn** – Neo-Hahnian Theory
- **Holland** – Theory of Career Choice

- **Kegan** – Theory of Self-Authorship
- **Kolb** - Theory of Experiential Learning
- **Kohlberg** - Theory of Moral Development
- **Komives et al.** - Leadership Identity Development Theory
- **Lysgaard** - U-Curve Theory of Adjustment
- **Maslow** – Hierarchy of Needs
- **Multiple Authors** – Critical Race Theory
- **Multiple Authors** – Critical Social Theory
- **Multiple Authors** – Gender Identity Development
- **Multiple Authors** - Student Engagement Theory
- **Perkins & Berkowitz** – Social Norms Theory
- **Perry** – Scheme of Intellectual and Ethical Development
- **Rendón** - Validation Theory
- **Sanford** – Challenge and Support
- **Schlossberg** – Transition Theory
- **Schlossberg** - Theory of Marginality and Mattering
- **Super** – Theory of Vocational Development