Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5720
Student Development Theory I

Please check one: ☐ New course   ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000: <u>CSD 5720</u>**

2. **Title (may not exceed 30 characters, including spaces): <u>Student Development Theory I</u>**

3. **Long title, if any: <u>Student Development Theory I</u>**

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: <u>3-0-3</u>**

5. **Term(s) to be offered: X Fall   ☐ Spring   ☐ Summer   ☐ On demand**

6. **Initial term of offering: X Fall   ☐ Spring   ☐ Summer   Year: <u>2013</u>**

7. **Course description:**
   This course is designed to provide graduate students in college student affairs with a working knowledge of the concepts that form the major and emerging theories of college student development. Students will have the opportunity to study the various theorists and to apply their theories to the field through class discussion, papers, and other special projects. In addition, a model for the development of reflective judgment will be considered along with its implications for professionals in the area of college student development. In addition, students will become familiar with a variety of uses for technology both in their coursework and in their profession.

8. **Registration restrictions:**
   a. **Equivalent courses**
      • **Identify any equivalent** courses (e.g., cross-listed course, non-honors version of an honors course). **<u>None</u>**

      • Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course**. ___ Yes   <u>X </u>No**

   b. **Prerequisite(s):**

      • **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. **<u>None.</u>**

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).
      ___ Yes   <u>X </u>No

      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

   c. **Who can waive the prerequisite(s)?**

      ___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one)**: <u>None</u>**

    e. **Repeat status:** __X__ Course may not be repeated.

                ___ Course may be repeated once with credit.

                Please also specify the limit (if any) on hours which may be applied to a major or minor.

    f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

    g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: **Undergraduates**

9. **Special course attributes: None**

10. **Grading methods** (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

    ___   The grade for this course will not count in a student's grade point average.

    ___   The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

    ___   The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

    ___   Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

    __X__ lecture   ___ lab   ___ lecture/lab combined   ___ independent study/research

    ___ internship   ___ performance   ___ practicum or clinical   ___ study abroad

            ___ Internet   ___ hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

    a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**

- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

Through readings, lecture, assignments and active class participation, students will

a. recognize and define the families of student development theory, their basic constructs, and compare and contrast various theoretical perspectives.
b. critically evaluate the basic theoretical perspectives that inform student affairs practice, including psychosocial theory, intellectual development theory, and person-environment theory.
c. identify the limitations in applying existing theories and models to varying student demographic groups.
d. articulate how learning theories and models can inform training and practice in student affairs.
e. articulate one's own developmental journey and identify one's own personal informal theories of student development and learning and how they, as students can be informed by formal theories to enhance their work with students.
f. articulate and describe how difference of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

Learning Goals	Objectives
• Depth of content knowledge	a - g
• Effective critical thinking and problem solving	b, d, f, g
• Effective oral and written communication	d, e
• Advanced scholarship through research or creative activity	

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Student will:

recognize and define the families of student development theory, their basic constructs, and compare and contrast various theoretical perspectives.	Personal Reflection Paper Student Interview Annotated Bibliography
critically evaluate the basic theoretical perspectives that inform student affairs practice, including psychosocial theory, intellectual development theory, and person-environment theory.	Student Interview; Social Media
identify the limitations in applying existing theories and models to varying student demographic groups.	Student Interview Annotated Bibliography
articulate how learning theories and models can inform training and practice in student affairs.	Personal Reflection Paper Annotated bibliography
articulate one's own developmental journey and identify one's own personal informal theories of student development and learning and how they, as students can be informed by formal theories to enhance their work with students.	Personal Reflection Paper; Social Media paper

articulate how difference of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.	Personal reflection paper Student Interview Annotated Bibliography

Class attendance and participation (10%)
Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering one's position with regard to those ideas and concepts. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.

Personal Reflection Paper (25%)
This is a three part paper students will be asked to write over the course of the semester. *Part 1:* Students will be required to write a 3-5 page reflection paper describing personal challenges and successes experienced during their undergraduate experience. This paper should include how students were impacted during their undergraduate experience by people, groups, academics, extracurricular involvement, etc. *Part 2:* After discussing several theorists in class the student will be asked to apply at least one theory to aid in describing their developmental journey. This should include specific connections to how the theory applies and how they were able to navigate the collegiate experience based on theory. *Part 3:* Students will include a section on their personal theory of student development, synthesizing the various theories they have studied along with their own personal reflection on their undergraduate experience.

Social Media Reflection Paper (20%)
Technology has had a great influence on the ways in which students interact, engage, and develop during college. To better understand the impact that social media has on student development, students will be required to select one popular social media outlet used by college students (i.e. Twitter, Facebook) and approved by the instructor, and provide an overview of the various ways this impacts college student development. Specific theories should be identified and discussed in support of the student's claims regarding development. Students will be asked to present their findings in a brief (10 minute) presentation in class.

Student Interview (15%)
Reading about college students and their development must be supplemented with real world experience to fully understand the application of theory. To that end, students will be required to interview an undergraduate student with whom they do not have a previous relationship. The interview is designed to identify college student experience, the influences on college students, and the way in which they feel pressured and challenged to grow during their time in college. A transcript of the interview along with a 3-5 page analysis will be submitted.

Annotated Bibliography (30%)
Students will be required to select a topic related to college student development that is approved by the instructor for the course. An annotated bibliography will be developed in which the student has reviewed the research related to the topic selected. Students will be asked to identify at least 15 source citations and develop their own original annotated bibliography for each source (Additional sources will be considered for additional credit applied to the final grade). Additionally, students will be required to present a brief (10 minute) presentation in class of their findings.

3. **Explain how the instructor will determine students' grades for the course:**

Grades will be based on the following criteria:

Class Attendance and Participation	10%
Personal Reflection Paper	25%
Social Media Reflection Paper	20%
Student Interview	15%
Annotated Bibliography	<u>30%</u>
Total	100%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following: <u>N/A</u>**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
   b. **Describe how the integrity of student work will be assured:**
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: <u>N/A</u>**
   a. **course objectives;**
   b. **projects that require application and analysis of the course content; and**
   c. **separate methods of evaluation for undergraduate and graduate students.**

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. <u>N/A</u>**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.
Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction to Course and Student Development Theory.
2	History of the College Student Development Movement.
3	Psychosocial Development.
4	Cognitive Structure Theories and Development.
5	Moral Developmental Theory
6	Self-Authorship and Faith/Spirituality Development
7	Schlossberg's Transition Theory
8	Social and Racial Identity Development
9	Influence of Social Media on College Student Development
10	Minority Student College Experience and Development

11	Ethnic Identity and Multiracial Identity Development
12	Sexual Identity Development and Gender and Gender Identity Development.
13	Using Theories in Combination
14	Future Directions
15	Annotated Bibliography Presentation

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
   This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A**
   b. **If the course or some sections of the course may be technology delivered, explain why. N/A**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

   This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
   a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** None at graduate level
   b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. **Impact on Program(s):**
   a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
   b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**
      Required for graduate students admitted to M.S. in College Student Affairs.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

2. **Additional costs to students:**

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

   No additional costs to students.

3. **Text and supplementary materials to be used (Include publication dates):**

   Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). Student development in college: Theory, research, and practice (2nd Ed.). San Francisco: Jossey-Bass.

   Watson, L., Terrell, M., Wright, D., & Associates (2002). *How minority students experience college: Implications for planning and policy.* Sterling, VA: Stylus Publishing.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.
<u>N/A</u>

PART VII: APPROVALS

Date approved by the department or school: 1/23/13

Date approved by the college curriculum committee: 2/25/13

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: CGS:

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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