

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CSD 5725
3. **Short title:** Student Theory II
4. **Long title:** Advanced Student Developmental Theory
5. **Hours per week:** ☒ 3 Class ☐ Lab ☒ 3 Credit
6. **Terms:** ☐ Fall ☒ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2020
8. **Catalog course description:** This advanced course in student development theory is designed to acquaint future student affairs professionals with a broader range of theory than the foundation theories studied in the introductory course. Special focus will be directed toward understanding the implications of these models for the policies and practices of education in general and student affairs in particular. The major purpose of the course is to provide students with an in-depth review of contemporary student development theories, an opportunity to apply, analyze, synthesize, and evaluate current and emerging theories in a seminar format in preparation for significant roles of leadership working with college students.
9. **Course attributes:**
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active
10. **Instructional delivery**
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:
☒ Face to Face ☒ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction (60/40)
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
12. **Equivalent course(s):** None.
a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No
13. **Prerequisite(s):** None.
a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No
b. **Minimum grade required for the prerequisite course(s)?** ☐
c. **Use Banner coding to enforce prerequisite course(s)?** ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student

b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: ☐ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: None

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None

Supplemental Materials or Software _____

Course Fee ☐ No ☐ Yes, Explain if yes _____

21. Community college transfer: None

☐ A community college course may be judged equivalent.

☐ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of College Students Affairs

☐ Course is required for the minor(s) of _____

☐ Course is required for the certificate program(s) of _____

☐ Course is used as an elective

2. Rationale for proposal: To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above graduate level course

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5725: Advanced Student Developmental Theory

2. Catalog description: This advanced course in student development theory is designed to acquaint future student affairs professionals with a broader range of theory than the foundation theories studied in the introductory course. Special focus will be directed toward understanding the implications of these models for the policies and practices of education in general and student affairs in particular. The major purpose of the course is to provide students with an in-depth review of contemporary student development theories, an opportunity to apply, analyze, synthesize, and evaluate current and emerging theories in a seminar format in preparation for significant roles of leadership working with college students.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development. (SLD)	1
b) Articulate how race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious beliefs can influence development during the college years. (SLD)	1, 3
c) Identify the strengths and limitations in applying existing theories and models to varying student demographics. (SLD)	3
d) Articulate one's own developmental journey in relation to formal theories. (SLD)	1, 3
e) Identify one's own formal theories of student development and how they can be transformed by formal theories to enhance work with students. (SLD)	1, 3
f) Construct learning outcomes for both daily practices as well as teaching and training activities. (SLD)	1, 2, 3, 4
g) Engage in critical reflection in order to identify one's own prejudices and biases. (SJI).	3, 4
h) Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences. (SJI)	1, 3, 4
i) Recognize the importance of reflection in personal, professional, and ethical development. (PEF)	3
j) Design program and learning outcomes that are appropriately clear, specific, and measurable, that are informed by theoretical frameworks and that align with organizational outcomes, goals, and values. (AER)	2, 3, 4

4. Course materials.

Patton, L. Renn, K., Guido, F., & Quayes, S. (2016). *Student development in college: Theory, research, and practice. (3rd ed)*. San Francisco: Jossey-Bass.

Supplemental readings will be provided in a shared file on One Drive.

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Course overview and pop quiz.	150 Minutes	
2	Formal v. informal theory discussion.	150 Minutes	Love and Evans & Guido readings (D2L)
3	Social identity development.	150 Minutes	Patton, et al., Chapter 4.
4	Racial identity development.	150 Minutes	Patton, et al., Chapter 5.
5	Ethnic identity development.	150 Minutes	Patton, et al., Chapter 6.
6	Sexual Identity development.	150 Minutes	Patton, et al., Chapter 7.
7	Gender Identity Development	150 Minutes	Patton, et al., Chapter 8.
8	Higher Learning movie	150 Minutes	
9	Higher Learning movie	150 Minutes	
10	Disability identity development.	150 Minutes	Patton, et al., Chapter 10 & D2L readings.
11	Developing learning outcomes.	150 Minutes	D2L readings
12	Measuring learning outcomes.	150 Minutes	D2L readings
13	Social populations and identity development.	150 Minutes	Patton, et al., Chapter 12 & 17.

14	Final presentations.	150 Minutes	
15	Final presentations.	150 Minutes	
16	Future directions.	150 Minutes	

6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Class participation	10%
Reaction paper	10%
University function project outline	N/A
Movie analysis	10%
University function report & presentation	35%
Student interview	35%

Class participation: Involvement in class discussions and all class activities is an important aspect of this course and a primary means for learning material. Class participation is also a means to help students to develop communication and interpersonal skills.

Reaction paper: Students will be required to read two journal articles from the Journal of College Student Development. One article discusses informal application theory and the other is a rebuttal to the first. Students will write a three-page reaction to these articles, sharing their reflection on the topic. Students will also be required to discuss in the paper, how this will influence their practice as a student affairs professional.

Movie analysis: In class, student will watch the movie Higher Learning over two course periods. Prior to watching the movie, students will be assigned a character to analyze throughout the film. At the conclusion of the film, students will submit a paper analyzing the development of the character assigned.

University function report & presentation: Students will work in groups to study a designated area of campus, including people, publications, websites, and policies. Once assigned to their groups and function areas, students will be expected to develop several documents towards a final presentation to include an: overview of the office selected, overview of the theories that apply to this office, and a description of how the theory is or may be influencing practice.

Student interview: Students will conduct an in-depth interview with a third-year, undergraduate student whom they have no personal relationship and represents a population they do not identify with personally (i.e., female/male, race/ethnicity, Greek membership, adult learner, etc.). The purpose of this assignment is to experience the complex interplay of abstract formal theories and the particular thoughts and experiences of students in higher education.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Class participation	a-f
Reaction paper	e
University function project outline	a, b, c, d, f
Movie analysis	e
University function report & presentation	a, b, c, d, f
Student interview	a, b, c

Date approved by the department or school: 4/11/18

Date approved by the college curriculum committee: 4/23/18

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

Date approved by CAA: CGS: May 1, 2018