

**Eastern Illinois University  
Revised Course Proposal**

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CSD 5720
3. **Short title:** Theory I
4. **Long title:** Student Developmental Theories I
5. **Hours per week:** 3 Class ☐ Lab 3 Credit
6. **Terms:** ☒ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2019
  
8. **Catalog 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.
  
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:**

☐ 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 level graduate 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 practicum and 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 raining 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 5720: Student Developmental Theories

**2. Catalog 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.

### 3. Learning objectives.

<b>Graduate Learning Goals</b>
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

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Recognize and define the families of student development theory, their basic constructs, and compare and contrast various theoretical perspectives. (SLD#3)	1
b) Critically evaluate the basic theoretical perspectives that inform student affairs practice, including psychosocial theory, intellectual development theory, and person-environment	1, 3
c) Identify the limitations in applying existing theories and models to varying student demographic groups. (SLD#4).	3
d) Articulate how learning theories and models can inform training and practice in student affairs. (SLD#6)	1, 3
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. (SLD#5)	1, 3
f) 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. (SLD#2)	1, 3

### 4. Course materials.

Patton, L.D., Renn, K.A., Guido, F. M., & Quayes, S. J. (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. Access will be granted after the first class period.

### 5. Weekly outline of content.

<b>Week</b>	<b>Theory/Activity</b>	<b>Length of Class</b>	<b>Reading</b>
1	Introduction to course and Student Development Theory	150 Minutes	Handouts
2	Today's College Students – What's trending	150 Minutes	Text: pgs. 384-387

3	History of the College Student Development Movement and Involvement Theory	150 Minutes	Chapters 1-3
4	History of the College Student Development Movement and Involvement Theory cont....	150 Minutes	Chapters 1-3
5	Psycho-social Identity Development and Chickering's Theory of Identity Development	150 Minutes	Chapter 13
6	Intellectual & Epistemological Development – Perry	150 Minutes	Chapter 14
7	Moral Developmental Theory – Kohlberg & Gilligan	150 Minutes	Chapter 15
8	Self-Authorship – Baxter Magolda	150 Minutes	Chapter 16
9	Social Identity	150 Minutes	Chapter 4
10	Social Media's Influence on College Student Development	150 Minutes	
11	Racial Identity	150 Minutes	Chapter 5
12	Faith and Spirituality Development (Guest Speakers)	150 Minutes	Chapter 9
13	Faith and Spirituality Development	150 Minutes	Chapter 9
14	Final Presentations	150 Minutes	
15	Final Presentations	150 Minutes	
16	Reflections on College Student Development	150 Minutes	Chapter 17

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

<b>Assignment</b>	<b>Weight (%)</b>
Classroom Participation	10%
Personal Reflection Project	30%
Social Media Reflection paper	25%
Article Review	15%
Social Media Reflection paper	20%

*Classroom Participation:* Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from one's participation).

*Personal Reflection Project:* Students will be required to write a 3-5 page reflection paper describing one experience that is significant from your undergraduate time. This paper should include how the student was impacted in this experience by people, groups, academics, extracurricular involvement, etc. After discussing several theorists in class the student will be asked to apply at least one theory to aid in describing the experience discussed in the first paper. The student will describe what was happening in terms of a theory covered in class, during that situation. This will include an overview of the theory from the student's perspective with appropriate citations. Next, the student will make connections to their undergraduate experience from that theoretical perspective. This should include how their own development was impacted through and by experiences and people they were in contact with during this time. Finally, based on knowledge of theory today, what would you have told that old self during that time. Students will make a presentation in class that utilizes three theories to describe their undergraduate experience. This can be directly tied to the experience used in the first two papers, or can be more general. The purpose is for students to understand how the theories can be applied to their own personal experience and to express this in a creative format.

*Social Media Reflection paper:* To better understand the impact that social media has on student development, students, in groups, will be required to study one popular social media outlet used by college students (Twitter, Facebook, Instagram/Snap Chat, LinkedIn, Blogs, and YouTube) to provide an overview of the various ways this impacts college student development. Students will first describe this form of social media and how it is used. Additionally, the group will identify ways development can be seen through the social medium platform. Information about how student affairs practitioners can utilize this information to better serve the students they work with will also be provided. Students will be required to develop a one page handout to be share with classmates in class as part of the presentation. This handout should include basic information about the medium used and ways in which students use social media. Finally, it should cover some basic tips for Student Affairs professionals in using social media.

*Article Review:* In preparation for your annotated bibliography students will be expected to identify a topic related to college student development (such as fraternity membership, first year experience, involvement, activism, etc.). Students will identify three research articles related to the topic selected. Once articles have been identified students will complete the article review workbook (available on D2L). The response for this workbook will be submitted to the instructor. The intention of this assignment is to help the student understand the process of reviewing research articles and developing an annotated bibliography that can be utilized in writing a literature review.

## **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.**

<b>Assignments and Evaluation</b>	<b>Course Objectives</b>
Classroom Participation	a-f
Personal Reflection Project	e
Social Media Reflection paper	a, b, c, d, f
Article Review	a, b, c, d
Social Media Reflection paper	e

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

**Date approved by the college curriculum committee:**

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

**Date approved by CAA: CGS:**