

**Eastern Illinois University  
Revised Course Proposal**

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CSD 5741
3. **Short title:** Collegiate Environments
4. **Long title:** Collegiate Environments
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 course will introduce students to the complexity of college campuses and cultures including the physical, social, and psychological aspects of these environments. Theories, research, assessment devices, and design strategies will be utilized to describe the college environment and explain its impact on students and staff. The intent of the course is to become familiar with higher education settings and strategies for enhancing these environments. Also, students will examine environmental influences on human behavior in the collegiate setting in an effort to maximize student learning and development. Throughout the course, attention will be paid to the impact of campus environment on diverse student populations and a variety of student groups.
  
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 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 5741: Collegiate Environments

**2. Catalog description:** This course will introduce students to the complexity of college campuses and cultures including the physical, social, and psychological aspects of these environments. Theories, research, assessment devices, and design strategies will be utilized to describe the college environment and explain its impact on students and staff. The intent of the course is to become familiar with higher education settings and strategies for enhancing these environments. Also, students will examine environmental influences on human behavior in the collegiate setting in an effort to maximize student learning and development. Throughout the course, attention will be paid to the impact of campus environment on diverse student populations and a variety of student groups.

### 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) Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature. (AER)	1, 4
b) Articulate the vision and mission of the primary work unit, the division, and the institution. (L)	1, 2
c) Explain the values and processes that lead to organizational improvement. (L)	1, 2, 3
d) Identify traditional institutions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, and technological resources, nature of power, policies, goals, agendas, and resource allocation processes) and how they influence others to act in an organization. (L)	1, 2, 3
e) Identity basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice. (L)	1
f) Understand campus cultures (e.g., academic, student, professorial, and administrative) and apply that understanding to one's work.	1, 3
g) Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions. (L)	1, 2, 3
h) Articulate the logic and impact on decisions of groups of people, institutional structures (e.g., divisions, departments), and implications for practice. (L)	1, 2, 3
i) Describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability. (OHR)	2, 3
j) Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences. (SJI)	1, 3
k) Articulate the historical contexts of institutional types and function areas within higher education and student affairs. (VPH)	1

l) Demonstrate responsible campus citizenship and participation in the campus community. (VPH)	2, 3
m) Describe the roles of faculty, academic affairs, and student affairs educators in the institution. (VPH)	

#### 4. Course materials.

Hirt, J.B. (2006). *Where you work matters. Student affairs administration at different types of institutions*. Lanham, MD: University Press of America.

Strange, C. & Banning, J. (2001). *Education by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.

Additional readings as assigned.

#### 5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Understanding campus cultures.	150 minutes	Kuh, et al., & Resource D articles posted in D2L.
2	Physical environments.	150 minutes	Strange & Banning, Chapter 1. Brown & Devlin, Kuh, et al., Spooner articles posted in D2L.
3	Human aggregates.	150 minutes	Strange & Banning, Chapter 2. Dugan & Pike articles posted in D2L.
4	In class project work day.	150 minutes	
5	Organizational environments.	150 minutes	Strange & Banning, Chapter 3.
6	Organizational environments cont...	150 minutes	Birnbaum readings in D2L
7	Constructed environments.	150 minutes	Strange & Banning, Chapter 4. Articles posted in D2L. Garcia, et al., Rankin, and Magolda articles in D2L.

8	Creating environments that foster educational success.	150 minutes	Strange & Banning, Chapters 5-7
9	Community colleges.	150 minutes	Cohen & Brawer, Chapter 1.
10	Liberal arts, religious, and women's institutions.	150 minutes	Hirt, Chapter 2 2-3.
11	Liberal arts, religious, and women's institutions cont...	150 minutes	Kuh & Kim articles posted in D2L.
12	Preparing assessment reports.	150 minutes	
13	Urban and proprietary institutions.	150 minutes	Hirt, Chapter 7.
14	Environmental assessment presentations.	150 minutes	
15	Environmental assessment presentations.	150 minutes	
16	Final Report Discussion	150 minutes	

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

Assignment	Weight (%)
Class attendance & participation	5
Website analysis	15
Environmental assessment outline	10
Final report	30
Presentation	20
Worksite analysis paper	20

*Class attendance & participation:* As this is a professional degree program, students are expected to act accordingly and to participate in class. 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.

*Website analysis:* Students will explore the website of your assigned institution. Students will examine the mission statement and stated goals of the institution as presented on the website. Additionally, students should explore student affairs websites as well as any other information. Finally, students should look at the information provided by the student union/commons.

*Environmental assessment outline:* Students will plan a visit to their assigned institution. Visits should involve a meeting with a campus contact, as well as a campus and union/commons tour. During the visit, students will need to consider the four environments as outlined by Strange and Banning (2015): Physical, Human Aggregate, Organizational, and Constructed. As part of this visit, students will begin crafting a description of each frame as well as identifying what further information and/or questions you may need to research. Outlines should be structured using the four frames and should provide information about what you have learned about the union/commons in each frame and what information or questions you still have to answer related to each of the frames.

*Final report:* Based from information taken from the campus visits, students will provide the instructor with a written report that includes the environmental overview of the institution as well as the union/commons (i.e., type of institution, mission statement, purpose, etc.), information about the union/commons from each of the four frames along with what the strengths and weaknesses of each frame and recommendations for continued success, pictures and/or videos should be included to support statements and information, and artifacts of campus culture (physical, verbal, and behavioral) that stand out.

*Presentation:* Students will work in groups to present information regarding their website analyses. The final presentation should be 30 minutes in length and should cover website information, environmental overview of the institution as well as the union/commons, information about the union/commons from each of the four frames along with the strengths and weaknesses of each frame and recommendations for continued success, pictures and/or videos should be included to support statements and information, and artifacts of campus culture (physical, verbal, and behavioral) that stand out.

*Worksite analysis paper:* Using the theoretical constructs associated with each of the four perspectives discussed in the first half of Strange and Banning (2001), students will write a paper describing your current assistantship/job site with regard to each of the specific components of the environment (i.e., physical, human aggregate, organizational, constructed). Following this analysis, you will determine the degree of person-environment fit between you and your worksite with regard to the aspects of these environments.

## **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>
Class attendance & participation	a, d, e, g, h, k, l
Website analysis	a, b, d, k
Environmental assessment outline	b, d
Final report	a, b, e, d, f, g, I, l, m
Presentation	a, b, e, d, f, g, I, l, m
Worksite analysis paper	b, e, f, h, I, j, l, m

**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:**