

**Eastern Illinois University**  
***New/Revised Course Proposal***  
**CSD 5700, Foundations of Student Affairs in Higher Education**

**1. Catalog Description**

Course Number: CSD 5700

Title: Foundations of Student Affairs in Higher Education

Meeting times and credit: 3-0-3

Terms to be offered: Fall

Short Title: Found Stu Aff

Course Description: A study of personnel functions affecting students in higher education including admissions, financial aid, housing, student activities, counseling, and placement.

Prerequisite: None

**2. Objectives of the Course**

At the completion of the course, students will be able to:

- a. trace the historical development of the student personnel profession from its foundation in American Higher Education, its continued development, and its place in the future of higher education in the United States.
- b. describe the multiple roles of the student personnel professional, and how you as an individual have come to view those roles in light of your own projected role in the profession.
- c. identify services to students provided by each of the major student personnel programs/services on two-year and four-year college campuses.
  - i. list the administrators typically responsible for the coordination of such services.
  - ii. indicate which sub-populations of students will most likely benefit from such services.
  - iii. describe the relationships between the faculty, administration, and student body which are enhanced by the services.
- d. acquire knowledge bases that serve as the foundation for the profession:
  - i. knowledge of self.
  - ii. knowledge of the college student population and its diversity.
  - iii. knowledge of college environmental settings and their influences.
  - iv. knowledge of student personnel.
- e. understand the history and philosophy of professional organizations including their types of service, ethical codes, and standards.
- f. introduce related concepts important to the profession including student development, administrative management, and counseling theory.
- g. specify competencies and skills of the profession.
- h. use current professional literature and resources in order to keep informed of current events, research issues, and reviews and problems in student affairs.

**Instructional Model:**

This course will use a problem solving approach to teaching. Instructional activities will include dialogue with class members, individually and projects, problem finding and problem solving. Discussion, case study, inquiry, experiential and cooperative learning are instructional methods that will be used. Students will be responsible for careful reading of the assigned materials so that informed discussion can take place.

### Learning Model:

This graduate level course will use the constructivist information-processing model of learning. Students will be expected to reflect on the readings, classroom discussion, and out-of-class experiential activities to develop their understanding of the Foundations of Student Affairs in Higher Education.

### 3. Outline of the Course

#### Assessment:

The purpose of this course is to introduce students to the field of College Student Affairs. Students will be asked to stretch their collegiate experiences to include an appreciation of the “other” both in terms of students and staff. They will have classroom interaction with established professionals in the field, become familiar with the literature in the field, and be asked to study in-depth, one specialty area of their choice in student affairs. Students will be asked to do on-site observations, library research, and reflective analysis.

Mid-term exam	20%
Final exam	20%
Term project	30%
Article Abstracts	20%
Shadow Assignment	10%

Shadow Assignment: Expanding Collegiate Experiences. Students will be asked to attend a series of four meetings and activities which they did not participate in during their own undergraduate collegiate experience, and to write a short, 1-2 page paper requiring that they carry out reflective judgment about what they observed. This assignment will constitute 10% of the course grade.

Article Abstract: Students will be asked to prepare an abstract of an article from the professional literature in the specialty area of each invited speaker. Eight to ten such abstracts will be required. This assignment will constitute 20% of the course grade.

Term project: Students will be asked to study one topic in student affairs relating to a specialty career area in depth, and to write a term paper of at least 20 pages with a minimum of 30 relevant references in APA Style. This assignment will constitute 30% of the course grade.

Examinations: Students will be asked to complete both a mid-term and a final examination based on topics which associate class content with current issues in college student affairs. The examinations will constitute 40% of the course grade.

#### Course Outline:

##### Unit One: The Historical Foundations of Student Affairs

- a. Overview of the Course: Origins of Student Affairs (1 week)
- b. The Development of the Profession of Student Affairs (1 week)
- c. Student Diversity on Modern Campuses (1 week)

##### Unit Two: Professional Foundations and Principles

- d. Guiding Values and Philosophy (1 week)
- e. Legal Foundations of Student Affairs Practice (1 week)

Unit Three: Theoretical Bases of the Profession

- f. Theories of Student Development (1 week)
- g. Student Cognition and Learning (1 week)
- h. Dynamics of Campus Environments (1 week)

Unit Four: Organizing and Managing Programs and Services

- i. Organization, Functions, and Standards of Practice (1 week)
- j. Technology and Information Systems (1 week)
- k. Managing Human Resources (1 week)

Unit Five: Essential Competencies and Techniques

- l. Leadership, Teaching and Training (1 week)
- m. Consultation and Mediation (1 week)
- n. Multiculturalism
- o. Program Development and Group Advising (1 week)
- p. Assessment, Evaluation, and Research (1 week)
- Final Exam

**4. Implementation**

- a. Faculty member to whom the course may be assigned:  
The Department of Counseling and Student Development will advertise for a new full-time position with experience to teach this course.
- b. Specification of any additional costs to the students:  
No additional costs to the students.
- c. Text and supplementary materials to be used, including publication dates:

Komives, S. R., & Woodard, D. B., Jr. (1996). Student services: A handbook for the profession (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.

Kuh, G., and others. (1991). Involving colleges: Encouraging student learning and personal development through out-of-class experience. San Francisco: Jossey-Bass.

Supplemental Readings:

- 1. Materials as assigned in the Reserve Reading Room of Booth Library and assigned Internet sites.
- 2. The Chronicle of Higher Education.
- 3. The following journals:
  - Higher Education Abstracts
  - Journal of College Student Development
  - NASPA Journal
  - Journal of the National Association of Women in Education
  - Journal of Counseling and Development
  - Campus Activities Programming
- d. Term to be first offered: Fall of 2001.

**5. Rationale**

- a. Purpose and need:  
The proposed revisions in the curriculum of the Eastern Illinois University college student affairs master's program follow the recommendations of an External Review carried out in 1999 using the Council for the Advancement of Standards in Higher Education criteria for pre-service preparation programs in college student affairs.
- b. Justification of the level of the course and a list of prerequisites:  
This course will be offered to students at the graduate level. This course will meet the Council for the Advancement of Standards in Higher Education (CASHE) based on external review recommendations, and is a revision of an earlier course offering.
- c. Similarity to existing courses and/or effect upon programs in other departments:  
This course is unlike any other course taught in the University in this or any other department. Overall, the course will introduce the field of student affairs to pre-service preparation students.
- d. Requirement or elective:  
This course will be offered as a requirement for the Master of Science in College Student Affairs.

**6. Community College Transfer:**

A community college course will not be judged equivalent to this course.

**7. Date Approved by the Department:** September 27, 2000

**8. Date approved by the College of Education and Professional Studies Curriculum Committee:** October 9, 2000

**9. Date approved by CAA:** NA

**10. Date approved by CGS:** November 28, 2000