

Eastern Illinois University
NEW COURSE PROPOSAL CSD 5725
Student Development Theory II: Contemporary Theories

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5725
2. Title (may not exceed 30 characters, including spaces): Stu Dev Theory II: Cont. Th.
3. Long title, if any: Student Development Theory II: Contemporary Theories
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☐ Fall X Spring ☐ Summer ☐ On demand
6. Initial term of offering: Fall X Spring ☐ Summer Year: 2014

7. 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.

8. Registration restrictions:

a. Equivalent courses

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___Yes XNo

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. CSD 5720
- 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).
XYes ___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 X Chair ___ Instructor ___ Advisor ___ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

e. Repeat status: ☒ 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.)

☒ 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

- recognize and articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.
- develop an in-depth understanding of a select theory, model or related group of theories or models that describe the development of college students and the conditions and mechanisms that facilitate such development.
- identify and analyze the limitations in applying existing theories and models to varying student demographic groups.
- formulate ways in which various theories and models can inform training and teaching practice.
- reflect and synthesize one's own developmental journey and identify theories of student development and learning influence one's own practice and enhances one's work in dealing with college students.
- discuss how culturally relevant and inclusive programs, services, policies, and practices are grounded in knowledge of student development theory.

- 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 - f
• Effective critical thinking and problem solving	a,c
• Effective oral and written communication	a,b,e,f
• Advanced scholarship through research or creative activity	

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

a. recognize and articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.	Reaction Paper; University Functions & Theory Application; Formal Theory Paper & PPT Presentation
b. develop an in-depth understanding of a select theory, model or related group of theories or models that describe the development of college students and the conditions and mechanisms that facilitate such development.	Formal Theory Paper & PPT Presentation
c. identify and analyze the limitations in applying existing theories and models to varying student demographic groups.	Reaction Paper; Discussion leader Assignment; University Functions & Theory Application

d. formulate ways in which various theories and models can inform training and teaching practice.	University Functions & Theory Application
e. reflect and synthesize one's own developmental journey and identify theories of student development and learning influence one's own practice and enhances one's work in dealing with college students.	Formal Theory Paper & PPT Presentation
f. discuss how culturally relevant and inclusive programs, services, policies, and practices are grounded in knowledge of student development theory.	University Functions & Theory Application; Formal Theory Paper & PPT Presentation

- **Class 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. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.

- **Reaction Paper (10%)**

Students will be required to read two assigned journal articles from the Journal of College Student Development. Students will write a three page reaction to these articles, sharing their reflection on the topic. They will also be required to discuss, in the paper, how this will influence their practice as student affairs professionals.

- **Discussion Leader Assignment (15%)**

Students will be required to read a designated article related to theory and present the information to the class. Three to four articles will be assigned for each class period and students will work with the others assigned for that class period to develop a class exercise. This entails writing discussion questions, developing an activity, or exercise to help develop our understanding of the material for the week. Additionally, each group member will create a 1 sheet/double-sided handout about the reading for the rest of the class.

- **University Functions and Theory Application (30%)**

The development of students has been studied for many decades and those working in student affairs today rely on these theories to inform practice. Theory when used can assist in developing educational programming, support, policies, etc. Students will work in groups to study an area of campus, including publications, websites, and policies. They will also interview staff who work in this office and students who interact with the office. Following this investigation, students will identify theories that may inform the functioning of this office.

A 10-15 page paper will be submitted covering the following information:

1. Overview of the office selected, including staff demographic information, student population most frequently using the office, and policies, publications, and website information.
2. Overview of theories that apply to this office, including overview of the theory and basic tenets of the theory.
3. Description of how the theory is influencing practice (e.g. concrete examples of connections between programs, services, or policies that appear to be grounded in one or more theories).
4. An analysis of how well the theory is being utilized by this area and in what ways could theory assist in further developing the program area.

• **Formal Theory Paper & PowerPoint Presentation (35%)**

Students will conduct an in-depth interview with an undergraduate student who represents a student development population.

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. Students are expected to research various theories in order to determine how growth and development occur. Papers should be between 10-13 pages and cover the following items:

1. What are the fundamental ideas of the theory or theories utilized?
2. How was the student's development assessed?
3. What conclusions were made about the student's development? Why?
4. What aspects of the theory best explain the student?
5. What are the limitations, drawbacks, or challenges with the model used?
6. In light of the interview, what recommendations should be offered for promoting student development?

Additionally you will prepare a 15 minute PowerPoint presentation that represents findings from the interview.

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

Grades will be based on the following criteria:

Class Participation	10%
Reaction Paper	10%
Discussion Leader Assignment	15%
University Functions and Theory Application	30%
Formal Theory Paper & PowerPoint Pres.	<u>35%</u>
Total	100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

- 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: N/A

- 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. N/A

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 Theory Refresher Discussion.
2	Overview of Student Development Theory.
3	Psychosocial Development.
4	Racial and Ethnic Identity.
5	Ethnic and Multiracial Identity Development
6	Gender Identity Development
7	Sexual Orientation
8	Spiritual and Faith Development
9	Cognitive Development
10	Moral Development
11	Class Presentations – University Functions
12	Class Presentations – University Functions
13	Intersection of Identity Development
14	Theory to Practice
15	Formal Theory Presentations

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 the 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.**

The program has dropped the second internship as a required course. Student may use a second internship as an elective. Student Development covers the foundational theories and a second theory class was needed to adequately cover emerging cotemporary student development theory.

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.

Torres, V., Howard-Hamilton, M. F., & Cooper, D. L. (2003). *Identity development of diverse populations*. San Francisco: Jossey-Bass.

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.

N/A

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: Not applicable CGS: 4/2/13

*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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