

Eastern Illinois University
NEW COURSE PROPOSAL CSD 5741
Collegiate Environments

CGS Agenda Item: 13-20
Effective: Spring 2014

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** **CSD 5741**
2. **Title (may not exceed 30 characters, including spaces):** **Collegiate Environments**
3. **Long title, if any:** **Collegiate Environments**
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 ☒ **Spring** ☐ Summer ☐ On demand
6. **Initial term of offering:** Fall ☒ **Spring** ☐ Summer Year: **2014**

7. 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.

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 **X**No

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. **none**
- 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).
 Yes **X**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 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

- identify and analyze multiple physical, aggregate, organizational, and constructed descriptions of environments.
- articulate the historical contexts of institutional types and functional areas within higher education and student affairs.
- identify and discuss aspects of the college setting that contribute to student learning and development.
- analyze and critique the theories discussed in writing and verbally.
- apply theoretical concepts to an understanding of college environments and their impact on students.
- describe the impact of college environment on diverse populations.
- describe the effect of various aspects of the campus environment on student experience and satisfaction and articulate appropriate strategies for improving student experience.
- reflect on the impact of the campus environment on personal satisfaction and behavior as a professional working in student affairs.

- b. 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, d, h
• Effective oral and written communication	b - g
• Advanced scholarship through research or creative activity	b - g

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

a. identify and analyze multiple physical, aggregate, organizational, and constructed descriptions of environments.	Campus Visit Reflection Paper; Assistantship/Work Site Analysis Paper
b. articulate the historical contexts of institutional types and functional areas within higher education and student affairs.	Campus Visit Reflection Paper; Immersion Project
c. identify and discuss aspects of the college setting that contribute to student learning and development.	Campus Visit Reflection Paper; Website Analysis; Immersion project
d. analyze and critique the theories discussed in writing and verbally.	Assistantship/Work Site Analysis Paper; Immersion Project
e. apply theoretical concepts to an understanding of college	Campus Visit Reflection Paper;

environments and their impact on students.	Assistantship/Work site Analysis Paper; Immersion Project
f. describe the impact of college environment on diverse populations.	Assistantship/Work Site Analysis Paper; Immersion Project
g. describe the effect of various aspects of the campus environment on student experience and satisfaction and articulate appropriate strategies for improving student experience.	Assistantship/Work Site Analysis Paper; Website Analysis; Immersion Project
h. reflect on the impact of the campus environment on personal satisfaction and behavior as a professional working in student affairs.	Assistantship/Work Site Analysis Paper

- **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.

- **Campus Visit Reflection Paper (15%)**

Class field trip will include visits to three different types of institutions (private liberal arts, large public institution, community college, etc.). The intention of these visits is to see and engage with professionals working in these various settings. Students will complete a reflection paper (APA Style) of the visits utilizing applicable theories discussed in class.

- **Assistantship/Work Site Analysis Paper (15%)**

Students will write a 12-15 page paper (APA style) examining the relevance and application of the environmental perspectives covered in class as tools for understanding how current work environments function. Additionally, students will be required to analyze the concept of person-environment fit as it relates to current work situations.

- **Website Analysis (20%)**

Students will work in assigned groups to explore the websites of four institutions of higher education. The purpose of this assignment is to become familiar with the different missions, goals, and student affairs divisions. Analysis and Synthesis will be presented through class presentation and written report.

- **Immersion Project (40%)**

Students will pick a targeted social group and study the impact of the college environment on this group. Students will present findings of the study in a poster presentation to the class, and at the spring graduate research fair. Students will also prepare a paper summarizing theoretical perspectives covered in class.

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

Grades will be based on the following criteria:

Class Participation	10%
Campus Visit Reflection Paper	15%
Assistantship/Work Site Analysis Paper	15%
Website Analysis	20%

Immersion Project	<u>40%</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 the Course: Understanding Campus Culture
2	Physical Environments
3	Human Aggregate Environments
4	Organizational Environments
5	Constructed Environments
6	Creating Environments that Foster Educational Success
7	Field-Trip
8	Field-Trip
9	Website Analysis Presentation
10	Liberal Arts Colleges, Religiously-Affiliated Colleges, Women's Colleges
11	Comprehensive Colleges and Universities, Research Universities, Land-Grant Universities
12	Community Colleges, Urban Institutions, Proprietary Institutions
13	Application of College Environments Research
14	Application of Students Affairs Research
15	Immersion Project 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 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.
CSD 5740 Consultation Skills and Organizational Development.

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):

Birnbaum, R., (1991). *How colleges work*. San Francisco: Jossey-Bass.

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.

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: 4/16/13

*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).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counscctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disablt/>

581-6583