

Eastern Illinois University
Course Proposal
CSD 5790 -- Technology in Student Affairs

1. Catalog Description

Course number: CSD 5790

Title: Technology in Student Affairs

Meeting times and credit: 3-0-3

Terms to be offered: Fall, 2001

Short title: Tech Stu Aff

Course description: The uses of technology for forecasting, budgeting, program planning, communication, policy analysis and resources allocation in Student Affairs will be explored. Automated information systems are also discussed extensively in terms of Student Affairs applications.

Prerequisites: None

2. Objectives of the Course

The Virtual University will change the manner in which the delivery of student services is offered to students. This course is designed to introduce pre-service preparation students to the uses of technology currently being employed on the college campus, and to forecast future applications and their potential to serve students. Upon completion of this course, students should be able to:

- a. demonstrate an understanding of the historical development of technology in general and how this has impacted the delivery of student services in particular.
- b. appreciate the administrative uses of technology as a means of enhancing communication within Student Affairs, including software, Internet and audiovisual applications.
- c. understand how information systems are used in Student Affairs, including data process systems, management information systems, modeling systems, and decision support systems.
- d. understand the value of efficient use of technology in Student Affairs, including the acquisition of hardware/software, cost-benefit analysis, management implications, staff training, access/security, upgrading, and legal parameters.

Instructional Model:

This course will use a problem solving approach to teaching. Instructional activities will include dialogue with class members, individual and group practice on student affairs data systems, problem finding and problem solving. Discussion, case study, inquiry and cooperative learning are instructional methods that will be used. Students will be responsible for careful reading of the assigned materials and out-of-class practice in the use of technology 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 work to develop their understanding of technology in student affairs as it applies to student affairs practice.

3. Outline of the Course

Assessment:

Assignment #1: On-Site Experiences. Each class member will be placed into a triad with two other students for the purpose of engaging in three (3) on-site experiences in various Student Affairs departments. The purpose of these on-site experiences will be to gain an in-depth understanding of how technology affects departmental functioning on both a microcosmic and a macrocosmic level. Details regarding the requirements of on-site experiences will be provided by the instructor. This assignment constitutes 25% of the total grade.

Assignment #2: Documentation/Evaluation Report. Each triad will be responsible for producing a written report which (a) documents the impact technology has on the department they visit, and (b) critically evaluates the department's use of technology in terms of achieving its philosophical and operational goals and objectives. Reports will be posted on the class listserv. This assignment constitutes 25% of the total grade.

Assignment #3: Summary Report. During the final weeks of the course, triads will be asked to share their findings with the rest of the class in the form of a verbal report (with in-class demonstration). These reports will afford other class members and invited guests the opportunity to gain insights regarding the impact of technology on departments that they have examined directly. These reports should be of a quality that can be shared with the cooperating department. Primary points covered in the Summary Report should be covered extensively in the Documentation/Evaluation Report. This assignment constitutes 25% of the total grade.

Assignment # 4: Summary Report. Triads will use Power Point to present summary reports. A scoring rubric will be used to assess the report and will represent 25% of the total grade.

Course Outline

UNIT ONE: Technology in Student Affairs

- a. Course Introduction, Review of Syllabus (1 week)
- b. Technology and Student Affairs (1 week)

UNIT TWO: Technology as a Tool

- c. Planning with the use of Technology (1 week)
- d. Implementing Technology on the Campus (1 week)
- e. Evaluating the Use of Technology on the Campus (1 week)
- f. Technology from an Institutional Perspective (1 week)

UNIT THREE: Technology and Management of Student Affairs

- g. Integrating Technology with the management of student affairs (1 week)
- h. Current applications to promote student learning (1 week)
- i. Instructional Applications of Technology (1 week)
- j. Software/Mainframe applications (1 week)
- k. Legal, Ethical, and Policy Issues (1 week)

UNIT FOUR : Facilitating Learning

- l. Technology and Student Affairs Preparation (1 week)
- m. Planning for Future Decision Making (1 week)
- n. Listserv Dialogue and Home Page (1 week)
- o. Report of On-Site Experiences (1 week)

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 students:

No additional costs to the students.

- c. Text and supplementary materials to be used, including publication dates:

Baier, J, & Strong, T. (1994). Technology in Student Affairs. Washington, D.C.: American College Personnel Association.

Engstrom, C. M., & Kruger, K.W. (Eds.). (Summer, 1997). Using technology to promote student learning: Opportunities for today and tomorrow. New Directions for Student Services, 78. San Francisco: Jossey-Bass.

- d. Term to be first offered: The course will first be offered in Fall, 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 graduate level. This course will meet the Council for the Advancement of Students in Higher Education (CASHE) Standards based on external review recommendations.

- c. Similarity to existing courses and/or effect upon programs in other departments:

This new course has a parallel offering in the Department of Educational Administration, except that the focus of the EDA course is the public school. No other course focuses specifically upon the technology used to deliver student services in higher education.

- 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 as an 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 the CAA: NA

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