

**NEW COURSE PROPOSAL**

**Courses must be submitted by October 15, 2013, and finalized by the end of that fall semester for the next catalog production.**

**Use YELLOWED areas to enter data.**

DATE (*Change if modified and redate file with current date*) **SEPTEMBER 15, 2013; REV 12.3.13; REV 12..9.2013**

PROGRAM AREA(S) **EDUCATION**

**1. Course Information.** *[Follow accepted catalog format.]*

**Prefix(es)** (Add additional prefixes if cross-listed) **and Course No. EDPL 627**

**Title: THE AMERICAN COLLEGE STUDENT Units: 3**

X Prerequisites Admission to the Master of Arts in Education, Educational Leadership Specialization

Corequisites

Consent of Instructor Required for Enrollment

**Catalog Description** (Do not use any symbols ): Examines a range of human development theories that offer insight into the processes of student learning, growth, and development during the postsecondary years. Special focus is directed toward applying theory to practice.

**Grading Scheme:**

X A-F Grades

Credit/No Credit  
Optional (Student Choice)

**Repeatability:**

Repeatable for a maximum of units  
Total Completions Allowed  
Multiple Enrollment in Same Semester

**Course Level Information:**

Undergraduate  
Post-Baccalaureate/Credential  
X Graduate

**Mode of Instruction/Components** (*Hours per Unit are defaulted.*)

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	20	x	
Seminar					
Laboratory					
Activity					
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours **lecture** per week

hours blank per week

Is this course always delivered online? Yes\_\_\_\_\_ No\_\_X\_\_ (Answer YES if the course is ALWAYS delivered online).

**2. Course Attributes:**

**General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

**A (English Language, Communication, Critical Thinking)**

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

**B (Mathematics, Sciences & Technology)**

- B-1 Physical Sciences

- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

**C (Fine Arts, Literature, Languages & Cultures)**

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

**D (Social Perspectives)**

**E (Human Psychological and Physiological Perspectives)**

**UDIGE/INTD Interdisciplinary**

**Meets University Writing Requirement (Graduation Writing Assessment Requirement)**

**Meets University Language Requirement**

**American Institutions, Title V Section 40404:**  Government  US Constitution  US History  
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

**Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

**Online Course** (Answer YES if the course is ALWAYS delivered online).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)  
A. Justification: This course will be an elective for those pursuing the higher education focus in the Masters of Arts, Educational Leadership Specialization.

- B. Degree Requirement:
- |                          |                                 |   |
|--------------------------|---------------------------------|---|
| <input type="checkbox"/> | Requirement for the Major/Minor | <b>Note: Submit Program Modification if this course changes your program.</b> |
| X                        | Elective for the Major/Minor    |   |
| <input type="checkbox"/> | Free Elective                   |   |

4. **Student Learning Outcomes.** List in numerical order. Please refer to the Curriculum Committee’s “Learning Outcomes” guideline for measurable outcomes that reflect elements of Bloom’s Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

- Describe the past and current demographic characteristics of the college-going student population, and note emerging trends in these data
- Discuss and explain historical and contemporary theories of college student development
- Assess strengths and applications of student development theories relative to student age, gender, ethnicity, race, culture, sexual identity and expression, abilities, spirituality, national origin, socioeconomic status, and resident/commuter status to support student learning and development
- Evaluate the developmental needs and issues of current undergraduate students
- Apply student development theory to create educational programs
- Explain the impact of college environments on student success
- Analyze how differences of race, nationality, socioeconomic class, gender, age, sexual orientation, disability, or religious beliefs can influence development during the college years

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

1. Course Introduction and Expectations
2. Demographics of today’s college student
3. Understanding and using student development theory
4. Learning & development
5. Psychosocial theories
6. Cognitive-Structural Theories
7. Programming to enhance student development
8. College student spirituality
9. Non-traditional and underrepresented student needs

Does this course content overlap with a course offered in your academic program? **Yes**  **No**

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? **Yes**  **No**

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

**6. Cross-listed Courses** (Please note each prefix in item No. 1)

**A.** List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course:

**B.** Program responsible for staffing: School of Education

**7. References.** [Provide 3 - 5 references]

ACPA (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development*, 37, 118-122.

Evans, N. J., Forney, D. S., Guido-DiBrito, F., Patton, L. D., & Renn, K.A. (2010). *Student development in college: Theory, research, and practice* (2<sup>nd</sup> edition). San Francisco: Jossey-Bass.

Harper, S. H. & Quaye, S.J. (2009). *Student engagement in higher education. Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge

Love, P. G. & Guthrie, V. L. (1999). *Understanding and applying cognitive development theory: New Directions for Student Services*. 88. San Francisco: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students (vol. 2): A third decade of research*. San Francisco: Jossey-Bass

**8. Tenure Track Faculty Qualified to Teach This Course.**

Kaia Tollefson  
Manuel Correia

**9. Requested Effective Date:**

First semester offered: Spring 2015

**10. New Resources Requested.** **Yes**  **No**

If YES, list the resources needed.

**A.** Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

**B.** Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

**C.** Facility/Space/Transportation Needs

**D.** Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes**  **No**

E. Other

[Redacted]

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes  No

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**, of preceding year.

Last day to submit forms to be considered during the current academic year: **April 15<sup>th</sup>**.

Manuel Correia

12/9/13

---

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)      Date

# Approval Sheet

**Program/Course:** EDPL 627

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for International Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date