

FLORIDA ATLANTIC UNIVERSITY™

UGPC APPROVAL _____
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 CATALOG _____

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: EDUCATIONAL LEADERSHIP AND
RESEARCH METHODOLOGY

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ EDH _____ COURSE NUMBER _____ 6040 _____ LAB CODE (L or
C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSK@FAU.EDU)

COMPLETE COURSE TITLE: STUDENT DEVELOPMENT THEORY

EFFECTIVE DATE

(first term course will be offered)

_____ AUGUST 2012 _____

CREDITS:
THREE (3)

TEXTBOOK INFORMATION:

Evans, N. J., Forney, D. E., & Guido-DiBrito, F. (2010). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This course focuses on the study of student development theories in higher education settings. Meaningful connections between theory, practice, and research will be emphasized in the context of colleges, universities, and proprietary institutions.

PREREQUISITES*:

BACCALAUREATE DEGREE

COREQUISITES*:

NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

OPEN TO POST-BACCALAUREATE, MASTERS, AND DOCTORAL DEGREE STUDENTS

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

DOCTORAL DEGREE IN HIGHER EDUCATION, STUDENT AFFAIRS, OR RELATED FIELDS.

Faculty contact, email and complete phone number:
 Dr. Deborah L. Floyd
 Professor and Program Leader, Higher Education
 Leadership, Dept. of Educational Leadership &
 Research Methodology, FAU
 DFloyd@Fau.Edu
 (561) 297-2571

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

Teaching and Learning Exercise Science & Health Promotion
 Counselor Education Exceptional Student Education
 Curriculum, Culture, & Educational Inquiry
 (Comments are attached)

Approved by:

Department Chair: _____
 College Curriculum Chair: Linda Webb
 College Dean: Valerie J. Proctor
 UGPC Chair: _____
 Graduate College Dean: _____

Date:

1/20/12
1-18-12
1/20/12

ATTACHMENT CHECKLIST

♦Syllabus (see guidelines for requirements:
<http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php>)

♦Written consent from all departments affected by new course

Email this form and syllabus to diamond@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY**

**EDH 6040
STUDENT DEVELOPMENT THEORY**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

Three semester hours

This course focuses on the study of student development theories in higher education settings. Meaningful connections between theory, practice, and research will be emphasized in the context of colleges, universities, state colleges, and proprietary institutions.

Prerequisite: Baccalaureate degree

Co-requisites: None

INSTRUCTOR

Dr. Deborah L. Floyd
Professor and Program Leader, Higher Education Leadership,
Department of Educational Leadership & Research Methodology
Florida Atlantic University
Boca Raton, Florida 33431

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Education Building, 2nd floor, Educational Leadership Offices, Boca Raton Campus, Florida Atlantic University

PHONE: (561) 297-2571

FAX: (561) 297-3618

EMAIL: DFloyd@Fau.Edu (best way to reach the professor)

PERSONAL EMAIL: DeborahLFloyd@aol.com

HOME PHONE (please email first, unless this is an emergency): 954-564-0344

OFFICE HOURS

Office hours (face to face) are before and after classes. Other times will be available, if requested. Boca office hours are usually Tuesday afternoons. Email and telephone communications are available daily (except on Sundays). It is best to make an appointment if you need to see me so the time we plan together is reserved.

REQUIRED TEXTS, READINGS, & MATERIALS
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Required Text

Evans, N. J., Forney, D. E., & Guido-DiBrito, F. (2010). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.

Please obtain one of the American Psychological Association Guides (6th edition) or the complete Manual. Make sure you have the most current 6th edition.

BIBLIOGRAPHY:

Readings from these sources will be assigned in a separate outline to be given in class and/or posted online.

- Baxter Magolda, M. B. (2002). Helping students make their way to adulthood: Good company for the journey. *About Campus*, 6(6), 2-8. 13.
- Baxter Magolda, M. B. (2003). Identity and learning: Student affairs' role in transforming higher education. *Journal of College Student Development*, 44(2), 231-247.
- Casey, D. (2007). Students with psychological disabilities in allied health sciences programs: Enhancing access and retention. *Diversity and the Postsecondary Experience*. The Center for Research on Developmental Education and Urban Literacy. 87-102.
- Casey, D., & Souma, A. (2008). The benefits of universal design for students with psychiatric disabilities. *Universal Design in Higher Education*. Harvard Education Press. 97-105.
- Casey, D., & Souma, A. (2009). Allies in our midst. Making Good on the Promise: Student Affairs Professionals with Disabilities. University Press of America, Inc. 149-171.
- Harper, S. R., Harris III, F., & Mmeje, K. C. (2005). A theoretical model to explain the overrepresentation of college men among campus judicial offenders: Implications for campus administrators. *NASPA Journal*, 42(4), 565-588.
- Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41(4), 405-414.
- King, P. M., & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46(6), 571- 592.
- McEwen, M. K. (2003). The nature and uses of theory. In S. R. Komives, & D. B. Woodard Jr. (Eds.), *Student services: A handbook for the profession* (4th ed., pp. 153-178). San Francisco: Jossey-Bass.
- Mines, R. A., King, P. M., Hood, A. B., & Wood, P. K. (1990). Stages of intellectual development and associated critical thinking skills in college students. *Journal of College Student Development*, 31(6), 538-547.
- Reason, R. D., Roosa Millar, E. A., & Scales, T. C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development*, 46(5), 530-546.
- Ortiz, A. M., & Rhoads, R. A. (2000). Deconstructing Whiteness as part of a multicultural educational framework: From theory to practice. *Journal of College Student Development*, 41(1), 81-93.
- Sperber, M. (2000). *Beer and circus: How big-time college sports is crippling*

- undergraduate education*. New York: Henry Holt.
- Stevens Jr., R. A. (2004). Understanding gay identity development within the college environment. *Journal of College Student Development*, 45(2), 185-206.
- Strange, C. C., & Banning, J. H. (2001). *Educating by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.
- Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.
- Zuniga, X. (2003). Bridging differences through dialogue. *About Campus*, 7(6), 8-16.

COURSE DESCRIPTION AND INSTRUCTIONAL OBJECTIVES

By the end of the course, students will:

- Gain an understanding of major theories and existing research on college student development.
- Become aware of the ways in which institutional environments and experiences facilitate and stifle development and outcomes among diverse groups of postsecondary learners.
- Understand and appreciate the ways in which student development theory enhances administrative and pedagogical effectiveness in higher education.
- Make meaningful connections between theory, practice, and research.
- Become informed critics and enthusiastic employers of existing developmental theories on college students.
- Articulately communicate in a language that is shared among practitioners and administrators who have been exposed to classic and emerging developmental theories in higher education.
- Understand the developmental needs and issues of a current undergraduate student.
- Recognize the importance of disaggregating student populations and customizing developmental interventions for specific subpopulations that warrant the most attention.
- Become better informed and more critical consumers of theoretical constructs and of research claims.
- Develop guiding principles for using student development theories in appropriate ways.
- Investigate the issues surrounding the translation of student development theory to student development practice.
- Observe and evaluate how student development theories are applied – or not applied – in planning, implementing, and assessing actual programs.
- Develop skills of analysis, synthesis, and communication (oral and written) pertaining to theories and practices related to the college experience.

COURSE REQUIREMENTS

Assignments

1. Weekly Class Discussions/Case Studies (30 Points)

- a. Blackboard and/or in-class weekly discussions

Participate in weekly discussions. Each week specific reading assignments will be identified to help guide your study and a discussion section will be posted for students to interact with each other. Students should read the assigned readings (texts, websites, etc.) for that week and offer comments (either as attachments in word or posted directly to the discussion site). In some cases, students will be invited to post interesting articles and readings to share with others, so please read the weekly discussion threads posted by the professor and use this opportunity to learn from each other. Each student is encouraged to respond to fellow students' postings, usually at least two or three per week. No chats are required, but the chatroom is open for students who would like to utilize this option for communications. *See the weekly outline for topics and the discussion area for professor lectures to guide discussions.*

b. Individual Case Study Posting

Real-time application of knowledge and familiarity with the stages of various developmental theories is often required in counseling situations with students or staff. That is, if a student or staff member comes to your office with a major problem, you do not have the luxury of saying "come back in a week or two after I have reacquainted myself with theory." Instead, you must immediately recognize the stage at which the student or staff is developmentally and advise accordingly. To this end, a case study involving diverse populations of students and staff on a college campus will be presented and you will have to apply various theories to those situations and provide the class with your insights.

2. Journaling (20 Points)

One of the most important aspects of this course is reflection. You are expected to keep a journal of your interactions with and lessons learned from student and staff interactions you have, particularly as they relate to the theories covered in this course. Essentially, you will document student and staff developmental journeys in your journal. Furthermore, you are also expected to use the journal as a tool for reflecting on your own developmental journey. There are no right or wrong answers; however, this exercise is to be taken seriously. Reflection questions will be posted to BLACKBOARD; you must respond to these questions in your online journal. You will not have a journal entry due every week so check the course outline for specific journal assignments. It is up to you if you would like to document your observations weekly but you must submit journal entries for the dates specified. The instructor will ask for your journals near the end of the semester. Please trust that they will be treated with the highest level of confidentiality, professionalism, and care. The full 20 points will be awarded if you respond to the discussion questions each week—the length of your responses is entirely up to you, but please be fair to yourself. You are strongly encouraged (but not required) to go above and beyond responding to the discussion questions.

3. Theory Application Paper (25 Points):

In no more than 10 double-spaced pages, apply the theories covered in this course to your own developmental journey and the development of one individual. Approximately three-quarters (give or take) of the paper should be devoted to yourself. Recall specific instances and developmental moments from your past. At what stages were you in the theoretical models, what crises (if any) did you face and how were they resolved, how was your development enhanced and/or stifled at various points along your journey, what roles did the environment and various people (family, peers, teachers/professors, student affairs professionals, etc.) play in each of these instances? In

addition to retrospective reflection, be sure to think about your current self and where you are presently.

You can use a Facebook friend as a means to track another individual's journey or you can find a specific student or staff member to discuss their stages of development. Using the developmental, cognitive-structural, and environmental theories, what can be ascertained about this individual's experience, engagement, friendship group, etc. How does their experience and story apply to their developmental journey?

4. Final Paper: Approach to Problem of Practice Synopsis (25 Points):

The last assignment in class will be an opportunity for you to demonstrate how you would use student development theory to approach a problem of practice – either a current problem of practice in your own work setting, a problem of practice in a setting with which you are familiar, or a past problem of practice that you have grappled with (for any students who cannot identify one of the above, the instructor can provide a written case study).

Using what you have learned in class, you will briefly describe the problem of practice and then describe how you, as an administrator, teacher, faculty member, would approach and address the stated problem(s) using the lens of student development theory. You must provide support for your approach using the readings from class. Given that no synopsis can capture the complexities of a situation, you will also need to identify any assumptions that you make. Submit the paper to the instructor as an MSWord document via the course website (see information about the course website above). Questions you might consider here include:

- Which student development theory(ies) are relevant? Why?
- How would you approach the individual(s) involved in your problem of practice? What developmental or learning goal(s) would you have in mind in doing so? How would you go about determining success?
- How would you address the stated problem(s) on a programmatic level? What developmental or learning goal(s) would you have in mind in doing so? For whom (what population or group) would you have these goals? What intervention(s) might you design? What theory-to-practice models might you use? How would you go about determining success?

This paper must meet APA standards with respect to general format, citations references, etc.; provide at least one-inch margins; use no less than 10-point font size; and may not exceed 5 pages in length (not including the references page). There should be no fewer than 4 references. Use the readings to support your conclusions, recommendations, and implications. Please see information towards the end of the syllabus regarding criteria that will be used in evaluating/grading papers.

Evaluation Criteria for Written Assignments

Theory:

- (0) No theories are identified; explanations of theories are incorrect.
- (1) Only informal theories are used; connections to formal theories are minimal or not clearly established.

- (2) Relevant theoretical assumptions and constructs are identified correctly and appropriately, conveying a fundamental understanding.
- (3) Appropriate and subtle distinctions are clearly and explicitly noted within context, conveying a complex understanding; synthesis across theories may be evident as well.

Description: Examples and Illustrations

- (0) No examples or illustrations of developmental factors are provided; descriptions are insufficient, confusing, or contradictory.
- (1) Descriptions of developmental factors are minimally sufficient; examples and illustrations are few and vague.
- (2) Specific examples and illustrations of developmental factors are sufficient and appropriate.
- (3) Appropriate examples and illustrations are used in a detailed and creative fashion.

Interpretations and Conclusions: Rationale

- (0) No rationale or logic is used to support major points; rationale used is inappropriate or incorrect.
- (1) Justification for major points or conclusions is minimal or is lacking reference to appropriate theoretical concepts or other pertinent information.
- (2) Basic justifications for major points or conclusions are given, with reference to appropriate theoretical concepts or other pertinent information articulated.
- (3) Explicit justifications for major points or conclusions demonstrate understanding of complex relationships among theoretical concepts, other pertinent information, and developmental factors.

Documentation: References

- (0) No documentation is provided.
- (1) Documentation is used minimally or sporadically; references do not adequately support major points.
- (2) Documentation is used appropriately to support major points.
- (3) Documentation is used extensively throughout.

Overall Style and Presentation

Written Communication of Ideas

- (0) Ideas are incomplete, disjointed, or unclear.
- (1) Ideas are presented in a clear and logical manner.
- (2) Ideas are presented persuasively and concisely.

Grammar, Syntax, Spelling, and Structure

- (0) Errors in grammar, syntax, spelling, and/or structure are made.
- (1) Grammar, syntax, spelling, and structure reflect basic writing skills.
- (2) Advanced skills in written communication are demonstrated.

APA Standards

- (0) APA style is not used or is used incorrectly.
- (1) APA style is used and is usually correct.
- (2) APA style is used consistently and correctly.

COURSE EVALUATION

ATTENDANCE AND PARTICIPATION POLICY

Because attendance and participation is an important part of the learning process, attendance at all sessions is required. You and your fellow students are also expected to participate fully in the in-class or on line Blackboard learning experience.

Summary of Assignments and Points

Class Weekly Discussions	30 points
Journaling/Case Studies	20 points
Approach to Problem of Practice	25 points
Final Theory Application Paper	25 points

GRADING SCALE

Grading

Clarity of expression in online and/or face-to-face dialogue and in written work is highly valued, as are good professional citizenship and active engagement in learning community discussions. In addition, proficiency in applying theory to practice will be assessed.

The FAU grading policy in effect will be utilized for posting of final grades, as follows:

FAU COURSE GRADING SCALE:

A = 94-100 (4.00); A- = 92-93 (3.67)

An "A" signifies an exceptionally clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

B+ = 89-91 (3.33); B = 85-88 (3.00); B- = 82-84 (2.67)

A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

C+ = 79-81 (2.33); C = 75-78 (2.00); C- = 72-74 (1.67)

A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

D+ = 68-71 (1.33); D = 65-67 (1.00); D- = 62-64 (0.67)

A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

F = 61 & below (0.00)

An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.

- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

METHODS OF INSTRUCTION

This course may be offered in a Face-to-Face (FTF) format, totally online, or as a hybrid (FTF and via Blackboard).

FAU MISSION STATEMENT

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY MISSION STATEMENT

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Values

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

(Assignments and activities in this course are specifically designed to connect to the department's mission and values, which are abbreviated and summarized below.)

- **Leadership** – As educational leaders, we believe that a world-view of Leadership makes a significant difference in your performance and that of your organizations
- **Research and Scholarship** – We value the discovery, investigation, and application of research methodologies, traditional as well as innovative.
- **Social Responsibility** – As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals.
- **Learning community** – As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program, and we will provide an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry...to prepare educational leaders who are skilled in developing vigorous learning communities in their own workplaces.

Robert Shockley

Message to Chairs

Subject: FW: Proposed Courses - Higher Education Leadership

From: Robert Shockley

Sent: Monday, November 07, 2011 1:55 PM

To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves

Cc: Valerie Bristor; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois

Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

EDH 7935 Higher Education Doctoral Seminar - new seminar course (3 credits) - does not require a syllabus because it is a "9" level, but we are attaching an example since the course has been taught with the EDA prefix for several years. The EDH (Higher Education) prefix is more descriptive of this course.

Course will focus on an array of issues and challenges in higher education with an emphasis on theories, practice and research. This is required of all Higher Education Leadership Doctoral Students.

EDH 6040 Student Development Theory - new course (3 credits)- syllabus attached

This course focuses on the study of student development theories in higher education settings in the context of colleges, universities, community colleges, state colleges and proprietary institutions. The course is a key part of our student affairs curricular offerings. It has been offered several times as a special topics course using the EDA prefix. The course is one of the Higher Education Leadership core electives.

EDH 6931 Special Topics in Higher Education- new special topics course (3 credits) - does not require a syllabus because it is a "9" level.

This is a special topics course, focusing on various aspects of higher education in public and private universities, colleges, state colleges, community colleges, independent, proprietary and technical institutes. This course will address contemporary issues such as emerging trends in student affairs administration, comparative higher education, and policy issues in higher education. This course is also a key part of our student affairs curricular offerings.

Undergraduate Courses (1 total)

LDR 2001 Introduction to Leadership - new undergraduate course (1 credit)

This undergraduate leadership course will expose students to the basic foundations of leadership and applications to college experiences in various student leadership roles. Students will engage in activities and projects that will increase self-awareness through the exploration of values, beliefs, culture and identity. The course was developed in collaboration with FAU's Division of Student Affairs colleagues (at their request) as an offering to undergraduate student leaders. Students in this course will be exposed to the area of student leadership in higher education and may find this course as meaningful pathway to masters student education in the field of higher education leadership in colleges and universities.

Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

Robert Shockley

T & L

From: Barbara Ridener
Sent: Monday, November 07, 2011 3:56 PM
To: Robert Shockley
Cc: Patricia Willems; Susannah Brown
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Teaching and Learning does not have a conflict.

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Robert Shockley
Sent: Monday, November 07, 2011 1:56 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Valerie Bristol; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

EDH 7935 Higher Education Doctoral Seminar - new seminar course (3 credits) - does not require a syllabus because it is a "9" level, but we are attaching an example since the course has been taught with the EDA prefix for several years. The EDH (Higher Education) prefix is more descriptive of this course.
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EDH 6931 Special Topics in Higher Education- new special topics course (3 credits) - does not require a syllabus because it is a "9" level.
This is a special topics course, focusing on various aspects of higher education in public and private universities, colleges, state colleges, community colleges, independent, proprietary and technical institutes. This course will address contemporary issues such as emerging trends in student affairs administration, comparative higher education, and policy issues in higher education. This course is also a key part of our student affairs curricular offerings.

Undergraduate Courses (1 total)

Robert Shockley

CE

From: Irene Johnson
Sent: Thursday, November 10, 2011 3:43 PM
To: Robert Shockley
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Bob:

I reviewed the courses as requested. There is no conflict with the CE Department course offerings.

Irene

From: Robert Shockley
Sent: Monday, November 07, 2011 1:55 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Valerie Bristor; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

EDH 7935 Higher Education Doctoral Seminar - new seminar course (3 credits) - does not require a syllabus because it is a "9" level, but we are attaching an example since the course has been taught with the EDA prefix for several years. The EDH (Higher Education) prefix is more descriptive of this course.
Course will focus on an array of issues and challenges in higher education with an emphasis on theories, practice and research. This is required of all Higher Education Leadership Doctoral Students.

EDH 6040 Student Development Theory - new course (3 credits)- syllabus attached
This course focuses on the study of student development theories in higher education settings in the context of colleges, universities, community colleges, state colleges and proprietary institutions. The course is a key part of our student affairs curricular offerings. It has been offered several times as a special topics course using the EDA prefix. The course is one of the Higher Education Leadership core electives.

EDH 6931 Special Topics in Higher Education- new special topics course (3 credits) - does not require a syllabus because it is a "9" level.
This is a special topics course, focusing on various aspects of higher education in public and private universities, colleges, state colleges, community colleges, independent, proprietary and technical institutes. This course will address contemporary issues such as emerging trends in student affairs administration, comparative higher education, and policy issues in higher education. This course is also a key part of our student affairs curricular offerings.

Undergraduate Courses (1 total)

LDR 2001 Introduction to Leadership - new undergraduate course (1 credit)
This undergraduate leadership course will expose students to the basic foundations of leadership and applications to college experiences in various student leadership roles. Students will engage in activities and projects that will increase

Robert Shockley

CCEI

From: James McLaughlin
Sent: Tuesday, November 15, 2011 10:59 AM
To: Robert Shockley
Subject: Re: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Bob:

After polling the faculty in CCEI, we see no conflict with our courses. Take care.

Jim

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
Florida Atlantic University
Boca Raton, FL
561-297-3965



From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Mon, 7 Nov 2011 13:55:53 -0500
To: Barbara Ridener <BRIDENER@fau.edu>, Deena Wener <wener@fau.edu>, Irene Johnson <ijohnso9@fau.edu>, Harry James McLaughlin <jmclau17@fau.edu>, Michael Brady <mbrady@fau.edu>, Sue Graves <SGRAVES@fau.edu>
Cc: Valerie Bristor <BRISTOR@fau.edu>, "Deborah L. Floyd" <dfloyd@fau.edu>, Elisha Watlington <EWATLING@fau.edu>, Donald Torok <TOROK@fau.edu>, Deborah Shepherd <DSHEP@fau.edu>, Chantal Sinady <csinady@fau.edu>, Kathleen Dubois <kdubois4@fau.edu>
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

ESH P

Robert Shockley

From: Sue Graves
Sent: Monday, November 07, 2011 2:57 PM
To: Robert Shockley
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Bob, the ESH P Department does not have any conflict with your proposed new courses. Good luck with the process.
Regards, Sue

B. Sue Graves, Ed. D., HFS, FACSM, FISSN
Department Chair
Exercise Science and Health Promotion Department
Florida Atlantic University
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561-297-2938 (main office)
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Website: <http://www.coe.fau.edu/academicdepartments/eshp/default.aspx>

Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

From: Robert Shockley
Sent: November 07, 2011 1:56 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Valerie Bristor; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

EDH 7935 Higher Education Doctoral Seminar - new seminar course (3 credits) - does not require a syllabus because it is a "9" level, but we are attaching an example since the course has been taught with the EDA prefix for several years. The EDH (Higher Education) prefix is more descriptive of this course.
Course will focus on an array of issues and challenges in higher education with an emphasis on theories, practice and research. This is required of all Higher Education Leadership Doctoral Students.

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ESE

Robert Shockley

From: Michael Brady
Sent: Monday, November 07, 2011 2:47 PM
To: Robert Shockley
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

I reviewed your proposals for LDR 2001, EDH 7935, EDH 6040, EDH 6931. I do not see any conflict with the courses or curriculum in the ESE Department. Good luck!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley
Sent: Monday, November 07, 2011 1:56 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Valerie Bristor; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

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