

**DRAFT                      SYLLABUS                      DRAFT**  
**EDL 579 COLLEGIATE ENVIRONMENTS**  
**SPRING 2005**

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**Office Hours**

I am available to meet with you to discuss class work, your degree program and other topics. You can make an appointment by phone, email or after class. I will answer Email messages within one day when I have internet access.

**Disability Statement**

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. I will schedule a time with you either by email or by phone. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

**CATALOG DESCRIPTION:**

The course will discuss how student characteristics influence student educational and development needs, and the effects of the college experience on student learning and development. This course also will examine collegiate environments and how students' person-environment interactions affect their development.

**PURPOSE:**

Collegiate environments are the places where student learning and living occurs; they include classrooms, residence halls, student unions, recreation facilities as well as outdoors and cyberspace. Many of the programs and services we design and deliver are not fully integrated into the student experience because we fail to recognize and understand the impact that environments can have on the student experience.

**COURSE OUTCOMES**

1. Students can identify and respond to changes in students and populations.
2. Students will understand how organizations, culture and environment influence and shape student behavior.
3. Students will understand how programs and services can impact student behavior.
4. Students will be conversant with theory and research based on those theories.

5. Students will be able to design and deliver services and co-curricular programs including student leadership programs.
6. To review and demonstrate a mastery of scholarly research writing including APA Style.
7. To become familiar with the journals and publications of higher education.
8. To begin to explore the literature of higher education.

## **EXPECTATIONS FOR THE CLASSROOM ENVIRONMENT**

### **Academic Integrity**

As graduate students, it is assumed that you understand the concept of intellectual property and the ethical standards of scholarship. It is expected that the work you submit is your own, that it is only being submitted for this class, and that you have attributed credit to appropriate sources. I wish to remind students to properly attribute works. If you have questions about what behavior constitutes academic integrity, please raise questions in class or with me.

### **Attendance**

Class participation is integral to your learning and the learning of others in the classroom. Since attendance is a prerequisite for participation, attendance is important. If you know you will miss a class session, please list the date and reason for the absence on your student information sheet. Prior notice is requested for an absence.

The classroom should be a safe place to express ideas, opinions, and beliefs as well as to ask questions relevant to the topics of the course. While challenge of ideas and debate are essential elements of an engaged learning environment, it is important that each student is free to hold differing opinions and to feel respected. Similarly, class participation is encouraged; participation is demonstrated through verbal contributions and active listening. At the same time, it is important to insure that each student has the opportunity to contribute and to learn. Please provide opportunities for each student to join the discussion..

### **Deadline on Homework Assignments**

Homework is due on the assigned date at the start of class. If you know that you are unable to complete an assignment on the due date, please list the date and reason on your student information sheet.

### **Electronic Devices:**

Please mute or disable cell phones, beepers pagers and other devices to ensure that the class is not disrupted. Family emergencies, of course, are understandable and acceptable disturbances, but personal phone calls are not. If you are on call for your job, please let me know at the start of the class session; if you receive a call that you must take, please step into the hall.

### **REQUIRED TEXTS:**

Alexander W. Astin (1993). *What Matters in College? Four Critical Years Revisited*. San Francisco: Jossey-Bass Publishers.

George D. Kuh and Elizabeth J. Whitt (1988). *The Invisible Tapestry: Culture in American Colleges and Universities*. ASHE-ERIC Higher Education Reports Volume 17, No, 1.

Oscar T. Lenning and Larry H. Ebbers (21999). *The Powerful Potential of Learning Communities: Improving Education for the Future*. ASHE-ERIC Higher Education Reports Volume 26, No, 6

.C. Carney Strange and James H. Banning (2001). *Educating by Design: Creating Campus Learning Environments that Work*. San Francisco: Jossey-Bass Publishers.

### **EVALUATION AND GRADING:**

In order to meet the requirements of this course, each student will be expected to successfully complete the following:

- **Classroom Observation – due February 9**  
Your assignment is to identify three classrooms that work poorly for student learning and three classrooms that work well for student learning. For each classroom:
  - Identify each classroom and describe its standard “set” and how the room is used.
  - Describe why the room works poorly and why it works well.
  - Make recommendations on how to improve the classroom.Conclude with a synthesis of classroom characteristics that make them effective or ineffective. Identify characteristics that may vary by academic discipline. Finally, develop standards for academic classrooms – standard equipment, furnishings, set.
- **Cultural Change Plan – due March 9**  
After we read The Invisible Tapestry I will ask you to identify either a campus tradition that is problematic or a “lack” of campus tradition that is problematic. You will design a plan to create a culture change in order to respond to the campus culture problem.
- **Environmental Assessment – due March 30**  
You will visit a campus that is new to you. Using techniques and instruments that you learn about in this class you will conduct an environmental assessment of the campus. Further instructions will be given later in the term.
- **Educational Environment Design – due April 27**  
Some of the best opportunities we have to shape student behavior and the student experience comes when we have the opportunity to design a new space or renovate an old space to make it better fit current and FUTURE student needs. You will select an environment and develop a plan for the educational environment design.

- **Field Journal – due April 27**  
Spend 15 – 30 minutes three times a week observing different college spaces. Note how the space is configured and how students interact with the space. As an alternative read texts and articles and use the principles to explain what a space is doing or how it works
- **A final evaluation. – May 4**  
Students will be asked to complete a self assessment of their learning using the course outcomes stated on page one of the syllabus. The final will be provided at the last class session and will be due **May 4**.

For all assignments be certain to include your name on each page; if they are submitted by email or via the drop box include your last name in the name of the document.

### **COURSE GRADING:**

Possible point values for each course requirement are as follows:

Culture Change Plan	20%	Field Journal	20%
Environmental Assessment	20%	Final evaluation	5%
Educational Environment Design	20%	Participation	15%

### **STRUCTURE OF CLASS MEETING**

- Review and unanswered questions
- Meet in campus spaces – analysis of the space
- Discuss observations from field journal
- Discuss Readings
- Lecturettes

GUEST SPEAKERS – YOUR RECOMMENDATIONS?

**COURSE PLAN:**

<b>DATE</b>	<b>READING</b>	<b>TOPIC/ASSIGNMENT</b>	<b>OBSERVATION SITE/ ASSIGNMENT DUE</b>
January 12		Introduction to the Course	
January 19	A – 1, 2, 3	IEO Model	<i>Terrace and Marketplace</i>
January 26	S – 1	Research	<i>Memorial Union</i>
February 2	S – 2	Physical Environment	<i>Recreation</i>
February 9	S – 3	People Environment	<i>Library, Classrooms</i> Classroom Observation
February 16	KSW	HLC Visit	
February 23	KSW	Campus Culture	Safety, safe space
March 2	S – 4, 9	Assessing Educational Environments	<i>Residence Halls</i>
March 9			Cultural Change Plan
March 16		No Class - Spring Break	
March 23		NASPA	
March 30	S – 6 A – 11	Involvement	Environmental Assessment
April 6	S - 7 L&E	Learning Communities ACPA	
April 13	S – 8	Cyber Space	
April 20			
April 27			Educational Environment Design Field Journal Due
May 4		Presentation of Designs	Final Evaluation