**CEBS CURRICULUM COMMITTEE**
**3:00 pm – October 2, 2007**
**Dean's Conference Room**


I.      Approval of  Minutes from the September 4, 2007 meeting  (Click on Faculty & Staff and then Meeting Minutes and Agendas on the CEBS Web Page)

II.     New Business

**From the Department of Counseling and Student Affairs**

1. New Course – CNS 610, Assessment in Student Affairs and Higher Education
2. New Course – CNS 585, Leadership and Administration in Student Affairs
3. Revise Course Title – CNS 572, American College Student
4. Revise a Program – Student Affairs in Higher Education

**From the Department of Curriculum and Instruction**

1. Proposal to Revise Course Credit Hours – EDU 596, Portfolio Development and Professional Education

III.    Other Business

1.    For Information Only –

The Dean's Office has approved a one-time offering for the Spring 2008 semester for EDU 501 – Seminar:  Designing Professional Development Plan

2.    Elect an alternate member to the UCC

3.    Two Reports from the Alternate Admission Subcommittee

**College of Education and Behavioral Sciences**
**Department of Counseling and Student Affairs**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Tracy M. Lara, tracy.lara@wku.edu, 5-4849

1.    **Identification of proposed course:**

      1.1      **Course prefix (subject area) and number:**  CNS 610
      1.2      **Course title:**  Assessment in Student Affairs and Higher Education
      1.3      **Abbreviated course title:**  Assessment in Student Affairs
      1.4      **Credit hours and contact hours:**  3
      1.5      **Type of course:**  Lecture
      1.6      **Prerequisites/corequisites:**  None
      1.7      **Course catalog listing:**  Fundamental concepts of comprehensive assessment in student affairs and higher education. Emphasis on program or service assessment and related budget considerations.

2.    **Rationale:**

      2.1      **Reason for developing the proposed course:**  The proposed course was indicated as a need and widely supported in the Department of Counseling and Student Affairs 2007 Advisory Council Meeting. Additionally, comments provided in the 2007 Student Affairs Employer Survey expressed that graduates of the student affairs program need knowledge and skills in assessment. This feedback aligns developments in the student affairs profession in higher education. Furthermore, the Council for the Advancement of Standards (CAS) in Higher Education indicates the necessity for graduate student preparation in assessment. Accountability in higher education has become a fact of life. Decreased state and federal allocations for higher education have resulted in tuition hikes. Tuition increases have raised public concern and scrutiny regarding effectiveness in developing a skilled and educated workforce. Other constituents concerned with accountability include faculty, administration, and boards of regents as well as external bodies such as accrediting and other regulatory agencies, law makers, alumni, and donors (Schuh & Upcraft, 2000). The gathering, analyzing, and interpreting of data to substantiate effectiveness has become an increasingly important function among professionals in higher education including student affairs personnel. Although a body of research indicates that student learning, development, academic achievement, and retention are served by co-curricular activities (Evans, Forney, & Guido-DiBrito, 1998; Kuh et al., 1994; Pascarella & Terenzini, 1991), this research is less well known among educational administrators and constituents. Assessment can be used to "demonstrate the effectiveness and worth of student services and programs, and show positive relationships between students' out-of-class experiences and use of student services and programs and student learning,

including academic achievement and retention" (Schuh & Upcraft, p. 10). Assessment also determines quality and cost-effectiveness of student services and programs. As an on-going process assessment is a critical element in strategic planning in higher education institutions. It is vital that student affairs divisions actively participate in strategic planning and that student affairs professionals be equipped with the skills to support the process (Schuh & Upcraft; Upcraft & Schuh, 1996). The systematic information provided through assessment provides a solid, data-driven basis for decision making and policy formation (Schuh & Upcraft). In summary, student affairs professionals need assessment knowledge and skills to assist their institutions in meeting their mission, vision, and strategic planning goals. Equipped with this knowledge and skills, student affairs professionals are better able to provide student services and programming to effect desired student learning and development outcomes as well as improve retention. This proposed course will build upon and reinforce the assessment concepts covered throughout the Student Affairs curriculum while provide the students with an in-depth understanding of assessment and the necessary skills to perform assessment in student affairs and higher education.

2.2 **Projected enrollment in the proposed course:** Approximately 20-25 students per year. The course will be offered at least every two years; if a proposed program revision is approved, all Student Affairs majors will be required to take the course.

2.3 **Relationship of the proposed course to courses now offered by the department:** Currently the department of counseling and student affairs offers CNS 552 Testing and Assessment in Counseling. The focus of this course is on individual and group testing and assessment as related to educational and career planning as well as the provision of mental health and special education services. The proposed course focuses on program and service assessment and is not concerned with individual intelligence, personality, or career testing or assessment.

2.4 **Relationship of the proposed course to courses offered in other departments:** The Department of Psychology offers PSY 514 Program Evaluation (3 hours), an examination of program accountability that emphasizes all phases of evaluation and covers decision making processes. PSY 515 (1 hour) is the accompanying lab to PSY 514. In the lab, the student conducts a program evaluation as a part of an evaluation team and writes the report for dissemination to appropriate offices and/or agencies. This 4 hour course combination targets school psychology majors, and the course content focuses on evaluation strategies related to topics within P-12 school systems. However, the proposed course will differ in that it will focus on small and large scale programs, services, and departmental assessment within the postsecondary context. Additionally, the proposed course will be concerned with incorporating assessment and evaluation into the development of programming specific to college student populations. This focus on the design component of programming including budgetary considerations also distinguishes this course from PSY 514.

2.5 **Relationship of the proposed course to courses offered in other institutions:** University of Louisville offers ECPY 761 Program Development

and Evaluation, a course on the methodologies of developing student affairs programs and needs assessment through summative evaluations as part of the College Student Personnel program. Of the 2005/06 Benchmarks offering a student affairs or college student personnel program, the following institutions offer a course similar to the proposed course. Indiana State University, SAHE 640 Collegiate Environments: Theory, Assessment, and Application (3 hours) focuses on the physical, social, and psychological aspects of the college environment. Theories, research, assessment devices, and design strategies will be explored relative to understanding environmental influences on human behavior in the collegiate setting and to practice in student personnel in higher education. University of Northern Iowa, 170:381 Studies in Assessment in Postsecondary Education provides an overview of assessment in higher education with an emphasis on student affairs. This course includes an examination of topics related to assessment such as benchmarking, program evaluation, student learning and development outcomes, student needs, student satisfaction, and campus culture. Youngstown State University, OH offers 7046 Assessment in Student Affairs Practice (3 hours) to promote the understanding of assessment and program evaluation in enhancing practice. The course will focus on how to utilize assessment to improve practice and to demonstrate the effectiveness of programs, as well as, to provide opportunities to effectively assess various dimensions of the college experience. By learning the usefulness and appropriateness of various assessment methodologies, the emerging practitioner will learn to provide evidence for effective practice.

3.    **Discussion of proposed course:**

3.1    **Course objectives:**
- Students will gain an understanding of accountability, program assessment, and budgeting as related to student services and programming in higher education.
- Students will develop skills to incorporate an evaluation component into the design of educational programs and student learning experiences.
- Students will examine all aspects of comprehensive program assessment.
- Students will learn how to collect and analyze program assessment data.
- Students will learn how to write and report program assessment results.

3.2    **Content outline:**
Examination of accountability in higher education
- Budget and allocation constraints
- Increasing tuition and public awareness
- Internal and external politics

Assessment and determination of effectiveness
- Definition of terms
- Constituents
- Consultation
- Steps in the assessment process

Comprehensive Assessment in Student Affairs
- Elements of comprehensive assessment

- Program, Service, and Facility Usage
- Needs Assessment
- Student Satisfaction Assessment
- Assessing Campus Culture and Learning Environments

Outcomes assessment
- Developing learning outcomes
- Student Success and Institutional Effectiveness

Assessing Program Objectives: Student Learning and Development
- Understanding students, their experiences, and their learning
- Quality establishment, maintenance, and enhancement
- Methods: Qualitative and Quantitative

Benchmarking

Comparison to Professional Standards
- CAS Standards
- Application of CAS standards
- Aspects of a CAS review
- Accreditation and other governing bodies

Reporting and Using Assessment Results
- Format of report
- Presentation of results
- Uses of assessment results

Ethics and Integrity in Assessment

Budgeting concepts and terms: Issues of Functional Areas
- Cost effective programming
- Budgeting in functional areas

Implications for Policy and Decision Making
- Using assessment results as the basis of administrative decisions
- Examining strengths, weakness, and opportunities
- Application to strategic planning

**3.3** **Student expectations and requirements:** This proposed course will include the exchange of ideas in discussion and experiential activities, group work, peer feedback, reading, writing, and reflection. Students will be graded on assignments, projects, course contribution, and presentations.

**3.4** **Tentative texts and course materials:**

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education (6th ed.)*. Washington, DC: Author.

Palomba, C., & Banta, T. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education.* San Francisco: Jossey-Bass.

Schuh, J. H., & Upcraft, L. (2001). *Assessment practice in student affairs: An applications manual.* San Francisco: Jossey-Bass.

Upcraft, M., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners.* San Francisco: Jossey-Bass.

Woodard, D. (ed.) (1995). Budgeting as a Tool for Policy in Student Affairs. *New Directions for Student Services, 70*. San Francisco: Jossey-Bass.

**4.** **Resources:**

    4.1    Library resources:    Adequate to support the course.
    4.2    Computer resources:  Sufficient to support the course.


**5.** **Budget implications:**

    5.1    Proposed method of staffing:    Current departmental faculty.
    5.2    Special equipment needed:    None
    5.3    Expendable materials needed:    None
    5.4    Laboratory materials needed:    None

**6.** **Proposed term for implementation:**    Spring 2008


**7.** **Dates of prior committee approvals:**

Department of Counseling and Student Affairs    September 5, 2007

CEBS Curriculum Committee    _____

Graduate Council    _____

University Senate    _____

**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

Bibliography

Arminio, J. & Gochenaur, P. (2004). After 16 Years of Publishing Standards. Do CAS Standards

Make a Difference? *College Student Affairs Journal, 24,* 51-65.

Arminio, J. (2004, September). It doesn't have to be rocket science: Assessing learning

outcomes in campus activities. *Programming Magazine*, 78-84.

Arminio, J. & Creamer, D. G. (2004, Spring). Council for the Advancement of Standards (CAS):

25 Years of Promoting Quality in Higher Education. *Leadership Exchange,* 18-21.

Arminio, A. & Hyman, K. (March, 2004). Students' Perceptions on the Assessment Movement in

Higher Education. *Programming Magazine,* 48-51.

Barrett, S. A. (2004). An analysis of college and university disciplinary procedures (Doctoral

dissertation, University of Pittsburgh, 2003). *Dissertation Abstracts International*, 64

(07), 2318A. (UMI No. 3097651).

Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). The council for the advancement of

standards in higher education. In, *Assessing student learning and development: A*

*handbook for practitioners* (pp. 38-41). Washington, DC: NASPA.

Bryan, W. A. & Mullendore, R. H. (1991). Operationalizing CAS Standards for program

evaluation. In W. A. Bryan, R. B., Winston, Jr., & T. K. Miller (Eds.), *Using professional*

*standards in student affairs* (pp.29-44). New Directions for Student Services, Number 53.

San Francisco: Jossey Bass.

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional*

*standards for higher education (6th ed.)*. Washington, DC: Author.

Cooper, D. L., & Saunders, S. A. (2000). The perceived importance of the CAS Standards:

Implications for practice. *College Student Affairs Journal, 19*, 71-81.

Creamer, D. G. (2003). Research needed on the use of CAS standards and guidelines.

*The college student affairs journal, 22,* 109-124.

Jacobs, B. C., Hayes-Harris, M., Lopez, C. A., & Ward, J. A. (1995). Maintaining an ethical

balance in student orientation programs. *College Student Affairs Journal, 15*, 44 -53.

Jacoby, B., & Thomas, W. L., Jr. (1986). Introduction to the CAS "Standards and Guidelines for Commuter Programs and Services." *NASPA Journal, 24,* 55-57.

Kruempel, B. J. (1991). Attitudes of academic and student affairs administrators toward student affairs preparation programs and their accreditation (Doctoral dissertation, Iowa State University, 1990). *Dissertation Abstracts International, 51* (08), 2650A. (UMI No. 9101361).

Kuh, George D., Kinzie, Jillian, Schuh, John H., & Whitt, Elizabeth J. (2005). *Assessing conditions to enhance educational effectiveness: The inventory for student engagement and success.* San Francisco: Jossey-Bass.

Lewis, E. B. (1991). The philosophy, organization, delivery, and evaluation of developmental academic advising at American research universities (Doctoral dissertation, University of Miami, 1990). *Dissertation Abstracts International, 51* (12), 4024A. (UMI No. 9114805).

Mable, P. (1991). Professional standards: An introduction and historical perspective. In W. A. Bryan, R. B. Winston, Jr., & T. K. Miller (Eds.). *Using professional standards in student affairs* New Directions for Student Services, 53, (pp. 5-18). San Francisco: Jossey Bass.

Malaney, G. D. (ed.) (1999). Student affairs research, evaluation, and assessment: Structure and practice in an era of change. *New Directions for Student Services, 85.* San Francisco: Jossey-Bass.

Mann, B. A., Gordon, S. E., & Strade, C. B. (1991). The impact of CAS Standards on the practice of student affairs. *College Student Affairs Journal, 10,* 3-9.

Marron. J. M. (1989). A study of the utilization of the Council for the Advancement of Standards for Student Services/Development program standards at four-year undergraduate degree-granting colleges and universities (Doctoral dissertation, George-Peabody College for Teachers of Vanderbilt University, 1989). *Dissertation Abstracts International, 50,* 1877A.

McGuire, N. (1994). An analog model for a freshman orientation program for a public, urban university (Doctoral dissertation, The American University, 1993). *Dissertation Abstracts International, 55* (04), 870A. (UMI No. 9420766).

Miller T. K. (Ed.). (2003). *The book of professional standards for higher education.* Washington, DC: Council for the Advancement of Standards.

Miller, T. K. (1991). Using standards in professional preparation. In W. A. Bryan, R. B., Winston, Jr., & T. K. Miller (Eds.), *Using professional standards in student affairs* (pp.45-62). New Directions for Student Services, Number 53. San Francisco: Jossey-Bass.

Miller T. K. (1984). Professional standards: Whither thou goest? *Journal of College Student Development, 25,* 412-416.

Palomba, C., & Banta, T. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education.* San Francisco: Jossey-Bass.

Paterson, B. G., & Carpenter, S. D. (1989). The emerging student affairs profession: What still needs to be done. *NASPA Journal, 27*, 123-127.

Pugh, D. J. (2001). College student leadership development: Program impact on student participants (Doctoral dissertation, University of Georgia, 2000). *Dissertation Abstracts International, 61* (08), 3083A. (UMI No. 9984191).

Rader, S. D. (1991). The characteristics, job responsibilities, and academic advising practices of athletic academic advisors at NCAA Division I Institutions (Doctoral dissertations, Ohio University). *Dissertations Abstracts International, 52* (06), 2030A. (UMI No. 9134254)

Ratcliffe, R. S. (2004). Use of the CAS Standards by Career Services Directors at Four-Year Public Colleges and Universities (Doctoral Dissertation, Virginia Polytechnic Institute and State University, 2004). Available at http://scholar.lib.vt.edu/theses/available/etd-07262004-150008/.

Rusbosin, R. H. (1989). Perceptions of chief student affairs officers regarding the amount of time

spent and the importance of specific duties that they perform in three dimensions of

professional practice (Doctoral dissertation, Indiana University of Pennsylvania, 1989).

*Dissertation Abstracts International*, 50 (05), 1169A. (UMI No. 8917211).

Schuh, J. H., & Upcraft, L. (2001). *Assessment practice in student affairs: An applications
manual.* San Francisco: Jossey-Bass.

Upcraft, M., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners.* San
Francisco: Jossey-Bass.

White, E. R. (2006). Using CAS standards for self-assessment and improvement. Retrieved
7/5/06 from the *NACADA Clearinghouse of Academic Advising Resources* web site:
http://www.nacada.ksu.edu/Clearninghouse/AdvisingIssues.

Woodard, D. (ed.) (1995). Budgeting as a Tool for Policy in Student Affairs. *New Directions for
Student Services, 70*. San Francisco: Jossey-Bass.

**College of Education and Behavioral Sciences**
**Department of Counseling and Student Affairs**
**Proposal to Create a New Course**
**(Action Item)**

**Contact Person:** Aaron W. Hughey, 5-4953, Aaron.Hughey@wku.edu

1. **Identification of proposed course:**

    1.1 **Course prefix (subject area) and number:** CNS 585

    1.2 **Course title:** Leadership and Administration in Student Affairs

    1.3 **Abbreviated course title:** Leadership/Admin. in S.A.

    1.4 **Credit hours and contact hours: 3**

    1.5 **Type of course: Lecture**

    1.6 **Prerequisites/corequisites: None.**

    1.7 **Course catalog listing:** Applications of student affairs leadership theory, organizational theory, administrative policy development, planning and decision-making strategies, change management, and staff selection, training, supervision and evaluation will be examined.

2. **Rationale:**

    **2.1** **Reason for developing the proposed course:** This course represents a combination of two core courses in the Student Affairs curriculum, CNS 573 (Leadership in Student Affairs) and CNS 575 (Administration of Student Affairs). A substantial portion of the Administration of Student Affairs course dealt with legal issues that are now covered in CNS 670 (Parameters of Law in Student Affairs and Higher Education), a required core course in the Student Affairs curriculum. Second, experience has shown that the Leadership course and the Administration course have sufficient overlap to warrant combining the content of these two courses into a single course. Finally, combining the Leadership and Administration course into a single course will allow for the addition of a new required core course on program assessment into the Student Affairs curriculum without affecting the number of hours required to complete the degree.

    **2.2** **Projected enrollment in the proposed course:** Approximately 20-25 students per year. The course will be offered at least every two years; if a proposed program revision is approved, all Student Affairs majors will be required to take the course.

    **2.3** **Relationship of the proposed course to courses now offered by the department:** This course represents a modified combination of two existing

courses offered by the department, CNS 573 (Leadership in Student Affairs), and CNS 575 (Administration of Student Affairs). Some of the content from CNS 573 is now covered in CNS 577 (Counseling Concepts and Applications for Student Affairs Professionals). Moreover, some of the content from CNS 575 is now covered in CNS 620 (Parameters of Law in Student Affairs and Higher Education). Additional content from CNS 575 will be covered in a proposed new course on Program Assessment. As a result, this course will cover content areas not covered by any other courses in the department.

**2.4    Relationship of the proposed course to courses offered in other departments:** The proposed course, due to its unique focus on applications within the student affairs profession, has no direct relationship to other courses offered in other departments. There are other courses in Leadership and Administration at Western [LEAD 500 (Leadership Perspectives) and BA 500 (Management Dynamics), for example], but none have a specific orientation on, and application to, the student affairs profession.

**2.5    Relationship of the proposed course to courses offered in other institutions:** Other programs in Student Affairs at other institutions offer a combined course in Leadership and Administration like the one being proposed here. Missouri State's master's degree program in Student Affairs includes EAD 632 (Leadership and Administration in Student Affairs; 3 graduate hours), although the content covered in that course varies somewhat from the current proposal. The master's program in Student Affairs and Higher Education at Indiana State University also includes a required course, SAHE 650 (Leadership and Administration in Student Affairs and Higher Education). However, the course being proposed here seems to be unique with respect to the specific content it will cover.

**3.    Discussion of proposed course:**

**3.1    Course objectives:**

**Students in the course will:**

- Identify effective leadership and administrative styles within the context of the student affairs profession.

- Apply specific leadership strategies within the context of the student affairs profession.

- Examine organizational theory as related to the student affairs profession.

- Recognize the internal and external constraints of leadership in student affairs, as well as how to successfully negotiate those constraints.

- Explain how to facilitate change in student affairs organizations.

- Develop skills in effective decision-making, problem-solving, and conflict resolution within the context of student affairs professional practice.

- Formulate strategies for policy development and implementation within the student affairs profession (including human resource development, the role of student governance, and information processing implications).

- Examine professional preparation of staff in the student affairs profession, including staff selection, supervision and evaluation, and various paraprofessional staff considerations.

- Evaluate physical facilities in the student affairs profession, including facilities utilization issues, maintenance/equipment issues, capital improvement issues, and staffing issues.

- Explore how to manage the fiscal dimensions associated with leadership and administration in the student affairs profession.

**3.2    Content outline:**

- Leadership Models/Application to Student Affairs

    - The evolution/history of leadership theory
    - Transactional vs. transformational leadership
    - Fundamental leadership practices
    - The unique characteristics of academic leadership
    - Leadership in student affairs
    - Facilitating Effective Leadership in Student Affairs

- Facilitating Effective Leadership in Student Affairs

    - Leadership styles/conceptual considerations
    - Motivational considerations
    - The role of communication
    - Decision-making models
    - Conflict resolution models

- Organizational Models of  Higher Education/Student Affairs

    - The rational model
    - The bureaucratic model
    - The collegial model
    - The political model
    - Centralized vs. decentralized models
    - Administrative oversight vs. shared governance
    - Internal management structures
    - Dual reporting responsibilities

- Applications of General Management Theory to Student Affairs

- Higher education as a mature industry
- How work is organized in higher education/student affairs
- How administrative theory is put into practice within student affairs

- Internal and External Constraints of Leadership in Student Affairs

    - Demographic and social trends
    - Governmental oversight/regulation
    - Constituent groups
    - Political realities
    - Cultural realities

- Facilitating Change in Student Affairs

    - Vision and mission development/alignment
    - The role of needs assessment
    - Strategies for implementing change
    - Building consensus/support
    - Overcoming resistance

- Policy Development in Student Affairs

    - The role of policy in student affairs/higher education
    - How policy is developed/implemented/evaluated
    - Human resource development
    - The role of student governance
    - Information processing implications

- Supervision in Student Affairs

    - Basic supervision in student affairs
    - Staff selection, supervision and evaluation
    - Supervisory issues/concerns unique to student affairs practice
    - Paraprofessional staff considerations
    - Employee relations/collective bargaining

- Facilities Management in Student Affairs

    - General facilities administration in Student Affairs
    - Facilities utilization issues
    - Maintenance/equipment issues
    - Capital improvement issues
    - Staffing issues.

**3.3     Student expectations and requirements:** Student acquisition of the knowledge and skills covered in the proposed course will be assessed by objective examinations, essay examinations, case study resolutions, formal research papers, journal article and chapter critiques, and group projects and presentations.

### 3.4 Tentative texts and course materials:

Barr, M. J., & Desler, M. K. (2000). *The handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators*. San Francisco, CA: Jossey-Bass.

Barr, M. J., & Sandeen, A. (2006). *Critical issues for student affairs: Challenges and opportunities.* San Francisco, CA: Jossey-Bass.

Manning, K., Kinzie, J., & Schuh, J. H. (2006). *One size does not fit all: Traditional and innovative models of student affairs practice.* New York, N.Y.: Brunner-Routledge.

Winston, R. B., Creamer, D. G., & Miller, T. K. (2001). *The professional student affairs administrator: Educator, leader, and manager.* New York, N.Y.: Brunner-Routledge

## 4. Resources:

**4.1 Library resources:** See attached. Present holdings are adequate.

**4.2 Computer resources:** Present resources are adequate.

## 5. Budget implications:

**5.1 Proposed method of staffing:** Proposed course can be offered with current staffing

**5.2 Specific equipment needed:** N/A

**5.3 Expendable materials needed:** N/A

**5.4 Laboratory supplies needed:** N/A

## 6. Proposed term for implementation: Spring Semester 2008

## 7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: <u>September 5, 2007</u>

CEBS Curriculum Committee        _____

Graduate Council:        _____

University Senate        _____

**Attachments:**

Bibliography

**Books:**

Barr, M. J., & Desler, M. K. (2000). *The Handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators*. San Francisco, CA: Jossey-Bass.

Barr, M. J., & Sandeen, A. (2006). *Critical issues for student affairs: Challenges and opportunities.* San Francisco, CA: Jossey-Bass.

Blimling, G. S., Whitt, E. J. & Associates (Eds.). (1999). *Good practice in student affairs: Principles to foster student learning*. San Francisco: Jossey-Bass.

Chen, M., & Rybak, C. (2004). *Group leadership skills: Interpersonal process in group counseling and therapy.* Belmont, CA: Thomson Brooks/Cole.

Cooper, D., Saunders, S., Winston, Jr., R., Hirt, J., Creamer, D., & Janosik, S. (2003). *Supervising new professionals in student affairs: A guide for practitioners.* Toronto, Ontario, Canada: Brunner-Routledge.

Corey, G. (2000). *Theory & practice of group counseling* (5th ed.). Belmont, CA: Brooks/Cole.

Dalton, J. C., & McClinton, M. (2002). *The art and practical wisdom of student affairs leadership* (New Directions for Student Services # 98). San Francisco: Jossey-Bass.

Hamrick, F., Evans, N., & Schuh, J. (2002). *Foundations of student affairs practice: How philosophy, theory, and research strengthen educational outcomes.* San Francisco, CA: Wiley/Jossey-Bass.

Hirsch, G. (2001). *Helping college students succeed: A model for effective intervention.* Philadelphia: Brunner-Routledge.

Komives, S., & Woodward, Jr., D. (2003). *Student services: A handbook for the profession (4th ed.).* San Francisco, CA: Wiley/Jossey-Bass.

Mackinnon, F. (2004). *Rentz's student affairs practice in higher education (3rd ed.).* Springfield, IL: Charles C Thomas.

Manning, K., Kinzie, J., & Schuh, J. H. (2006). *One size does not fit all: Traditional and  innovative models of student affairs practice.* New York, N.Y.: Brunner-Routledge.

Sandeen, A. (2000). *Improving leadership in student affairs administration: A case approach.* Springfield, IL: Charles C Thomas.

Stage, F. K., & Dannells, M. (Eds). (2000). *Linking theory to practice: Case studies with college students (2$^{nd}$ ed.).* Philadelphia: Accelerated Development.

Winston, R. B., Creamer, Don G., & Miller, T. K. (2001). *The professional student affairs administrator: Educator, leader, and manager.* New York: Brunner-Routledge.

**<u>Journals</u>:**

*The Journal of College Student Development* (American College Personnel
       Association)
*The NASPA Journal* (National Association of Student Personnel Administrators)
*The College Student Affairs Journal* (Southern Association for College Student Affairs)
*Higher Education Policy*
*The Review of Higher Education*

Student Affairs Online (http://www.studentaffairs.com/ejournal/)

**College of Education and Behavioral Sciences**
**Department of Counseling and Student Affairs**
**Proposal to Revise Course Title**
**(Consent Item)**

Contact Person:  Tracy M. Lara, tracy.lara@wku.edu, 5-4849

**1.      Identification of course:**

1.1      Current course prefix (subject area) and number:  CNS 572
1.2      Current course title: American College Student
1.3      Credit hours: 3

**2.      Proposed course title:** The College Student Experience

**3.      Proposed abbreviated course title:** College Student Experience
**(max. of 30 characters including spaces)**

**4.      Rationale for the revision of course title:** Proposed title is more inclusive and representative of the course content regarding the impact of college on students and students attending college in a global context.

**5.      Proposed term for implementation:** Spring 2008

**6.      Dates of prior committee approvals:**

Department of Counseling and Student Affairs        September 5, 2007

CEBS Curriculum Committee                          _____

Graduate Council                                   _____

University Senate                                  _____

**Attachment:  Course Inventory Form**

**College of Education and Behavioral Sciences**
**Department of Counseling and Student Affairs**
**Proposal to Revise A Program**
**(Action Item)**

Contact Person:  Tracy M. Lara, tracy.lara@wku.edu, 5-4849

1.      **Identification of program:**

      1.1      Current program reference number:  145
      1.2      Current program title: Student Affairs in Higher Education
      1.3      Credit hours: 48

2.      **Identification of the proposed program changes:**
   - Deleting courses
   - Adding courses
   - Revise course title

3.      **Detailed program description:**

| Current | Proposed |
| --- | --- |
| A. General Professional Requirements (15 hours) | A. General Professional Requirements (15 hours) |
| EDFN 500 Research Methods | EDFN 500 Research Methods |
| CNS 577 Counseling Concepts and Applications for Student Affairs Professionals | CNS 577 Counseling Concepts and Applications for Student Affairs Professionals |
| CNS 555 Social and Cultural Diversity in Counseling | CNS 555 Social and Cultural Diversity in Counseling |
| CNS 556 Career Counseling | CNS 556 Career Counseling |
| CNS 558 Counseling Theories | CNS 558 Counseling Theories |

| | |
|---|---|
| B. Student Affairs Major (27 hours) | B. Student Affairs Major (27 hours) |
| CNS 571 Introduction to Student Affairs<br>**CNS 572 The American College Student** | CNS 571 Introduction to Student Affairs<br>**CNS 572 College Student Experience** |
| **CNS 573 Leadership in Student Affairs** | **CNS 610 Assessment in Student Affairs and Higher Education** |
| CNS 574 Student Development<br>**CNS 575 Administration of Student Affairs** | CNS 574 Student Development<br>**CNS 575 Leadership and Administration in Student Affairs** |
| CNS 670 Parameters of Law in Student Affairs and Higher Education<br>CNS 590 Practicum<br>CNS 595 Internship (6 hours) | CNS 670 Parameters of Law in Student Affairs and Higher Education<br>CNS 590 Practicum<br>CNS 595 Internship (6 hours) |
| C. Electives (6 hours) | C. Electives (6 hours) |

**4.     Rationale for the proposed program change:**

These changes represent a strategy to strengthen the Student Affairs curriculum based on both formal as well as informal feedback from graduates of the program as well as employers of those graduates. They are also the result of the Council for the Advancement of Standards (CAS) in Higher Education certification process, which is designed to critically examine graduate programs in an effort to identify and correct potential deficiencies in content and applications inherent to the educational experience. Specifically, experience has demonstrated that administration and leadership are best taught in a complementary manner and this is done in analogous programs at other institutions. The trend in the profession over the last few years has been to emphasize program assessment. It only makes sense that graduates who are preparing to enter the field have a working knowledge of this increasingly important aspect of student affairs work. Finally, 'The American College Student' is really an antiquated course title. It has cultural implications that are increasingly irrelevant in a global society. 'The College Student Experience' is more descriptive of the true focus of the course and will allow it to be used more broadly in other degree/certificate programs.

Another modification to the curriculum is a proposed new course CNS 585 Leadership and Administration in Student Affairs. This course represents a combination of two core courses in the Student Affairs curriculum, CNS 573 (Leadership in Student Affairs) and CNS 575 (Administration of Student Affairs). A substantial portion of the Administration of Student Affairs course dealt with legal issues that are now covered in CNS 670 (Parameters of Law in Student Affairs and Higher Education), a required core course in the Student Affairs curriculum. Second, experience has shown that the Leadership course and the Administration course have sufficient overlap to warrant combining the content of these two courses into a single course. Finally, combining the Leadership and Administration course into a single course will allow for the addition of a new required core course on program assessment into the Student Affairs curriculum without affecting the number of hours required to complete the degree. As a result of this newly proposed course CNS 573 Leadership in Student Affairs will be deleted from the program of study.

Finally, CNS 610 Assessment in Student Affairs and Higher Education is a proposed new course addition to the curriculum. Student affairs professionals need assessment knowledge and skills to assist their institutions in meeting their mission, vision, and strategic planning goals. Equipped with this knowledge and skills, student affairs professionals are better able to provide student services and programming to effect desired student learning and development outcomes as well as improve retention. This proposed course will build upon and reinforce the assessment concepts covered throughout the Student Affairs curriculum while provide the students with an in-depth understanding of assessment and the necessary skills to perform assessment in student affairs and higher education.

**5. Proposed term for implementation and special provisions (if applicable):**
Spring 2008

**6. Dates of prior committee approvals:**

| | |
|---|---|
| Department of Counseling and Student Affairs | September 5, 2007 |
| CEBS Curriculum Committee | _____ |
| Graduate Council | _____ |
| University Senate | _____ |

**Attachment: Program Inventory Form**

**College of Education and Behavioral Sciences**
**Department of Curriculum and Instruction**
**Proposal to Revise Course Credit Hours**
**(Action Item)**

Contact Person:  Dr. Barbara Kacer, 5-4430, barbara.kacer@wku.edu

1.      **Identification of course:**

        1.1     Current course prefix (subject area) and number:  EDU 596
        1.2     Course title: Portfolio Development and Professional Education
        1.3     Credit hours: 1

2.      **Proposed course credit hours:**  1 - 2

3.      **Rationale for the revision of course credit hours:** If the proposed change in hours for EDU 501 is approved, students will begin portfolio construction in that course; therefore, the content of EDU 596 will be reduced. Essentially, in EDU 596 students will continue to develop/refine the portfolio that was initiated in EDU 501. In order to accommodate both the students who have already taken 501 for 1 hour and those who will take 501 for 2 hours after that revision goes into effect, the faculty is proposing making 596 into a variable hours course, for 1 or 2 credits. Both 1-hour and 2-hour sections will be offered until all students who need the 2-hour EDU 596 have completed their programs.

4.      **Proposed term for implementation:**          Spring, 2008

5.      **Dates of prior committee approvals:**

        Department of Curriculum & Instruction          _____

        CEBS Curriculum Committee               _____

        Professional Education Council          _____

        Graduate Council               _____

        University Senate              _____

**Attachment:  Course Inventory Form**

MEMO TO:   CEBS Curriculum Committee

FROM:        Retta Poe

DATE:         08/31/07

SUBJECT:    Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review four applications for alternate admission, two to the MAE program in School Counseling, one to the MAE program in Exceptional Education, and one to the MAE program in Adult Education. All five members of the subcommittee participated in reviewing the applications, and they returned their recommendations to me by 8/31/07.

Subcommittee members reviewed the applications using the ***Checklist for Alternate Admissions Subcommittee***, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that C.H. be unconditionally admitted to the MAE program in School Counseling, that S.R. be unconditionally admitted to the MAE program in Exceptional Education, and that C.T. be unconditionally admitted to the MAE program in Adult Education. The committee recommended that L.D. be denied admission to the MAE program in School Counseling.

I have forwarded the applications to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.

MEMO TO:   CEBS Curriculum Committee

FROM:        Retta Poe

DATE:          09/12/07

SUBJECT:    Report from the Alternate Admission Subcommittee

        Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee were requested to individually review two applications for alternate admission to the MAE program in Exceptional Education. Four of the five members of the subcommittee participated in reviewing the applications, and they returned their recommendations to me by 9/11/07.

        Subcommittee members reviewed the applications using the ***Checklist for Alternate Admissions Subcommittee***, which was developed based on the college's policy for alternate admission applications. The subcommittee recommended that both L.F. and A.H. be unconditionally admitted to the MAE program in Exceptional Education.

        I have forwarded the applications to Graduate Studies in accordance with the recommendations of the Alternate Admission Subcommittee.