

Indiana University
Request for a New Credit Certificate Program

Campus: Indiana University Bloomington

Proposed Title of Certificate Program: Higher Education and Student Affairs

Projected Date of Implementation: Pilot started summer 2010; Certificate summer 2011_

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

An online certificate program from Indiana University will be especially attractive as professional development for employees of institutions that often hire practitioners without a master's degree in the field and who, therefore, lack a knowledge base for student affairs administration. As a relatively young profession and one that does not require state licensure, student affairs attracts professionals to be involved in day-to-day university operations (college union, residence life, career development centers, etc.). Small schools and rural colleges tend to have a difficult time recruiting professionals with student affairs degrees. It is this audience that we believe has not been tapped, and the development of an online certificate will be the first step in helping to prepare these professionals for advancement on their home campus and to provide them with a new understanding and appreciation of the field.

Across all levels of responsibility, approximately 21% to 28% of student affairs practitioners do not have degrees from higher education and student affairs programs (Winston & Creamer, 1997). Not only will this certificate program reach another national student market, it will also provide a venue for us to conduct research on the professional development of student affairs practitioners. Studies that are conducted will go through the IRB process individually as they arise.

Currently the HESA master's program attracts more than 150 applications annually. Our prestige and rank among the top ten higher education graduate programs by *U.S. News and World Report* has already positioned us to make an online certificate program attractive to administrators. With an alumni base of over 2,000 nationwide, we are also positioned to seek the support of our colleagues throughout the nation who already understand the value of an IU degree in HESA to enroll their staff members in an online certificate program.

II. List the major topics and curriculum of the certificate.

The curriculum consists of three courses. Each course will be 3 credit hours. The course topic and description are provided.

U544 Introduction to Student Affairs Work in Higher Education: Student affairs personnel are employed in a wide range of institutional types and functional areas. Knowledge and appreciation of the history, philosophy, and theoretical underpinnings of the field, as well as current and emerging issues facing higher education are key factors in working as a practitioner in student affairs. The course is designed to introduce you to the foundations of the student affairs profession and higher education environment in which it functions.

U556: Applying Student Development Theory to Practice (new course request): Selected student development theories are examined (e.g., psychosocial, cognitive, identity development) in relationship to how these theories inform professional practice.

C565: Introduction to College and University Administration: This course provides an introduction to administrative roles and functions in institutions of higher education (IHEs) from both historical and contemporary perspectives. Administrative work is performed in the midst of complicated interactions among people, events, and activities that are shaped in part by an institution's mission, history and traditions, current exigencies, faculty interests, student characteristics, politics and an administrator's experience and aspirations. These factors influence what one does, how one does it, and the meaning people make of the various settings, actions, and exchanges. One immediate implication is that an administrator's effectiveness depends, in part, on the extent to which one understand and appreciates these and other contextual factors.

III. What are the admission requirements?

- Undergraduate degree from an accredited institution with a minimum GPA of 3.0
- Completed online application that includes transcripts, personal goal statement, resume, and letters of recommendation
- TOEFL for international or non-native English speakers: minimum 600 for paper test, 250 for computer test
- GRE is not required

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

The certificate program will be a 9 credit hour program that can be completed in its entirety during the summer terms. This intentional format provides an environment for full time employees to engage in the learning and complete the certificate during potential "down" times at the institution. In addition, this 9 credit format will fit the new proposed 4 week summer session design. This will allow for the three courses to be sequenced during the summer term.

The following learning outcomes are associated with the course content described above:

- Understand the evolution of the student affairs profession within the historical context of US higher education and be able to trace the emergence and development of the student affairs profession and the major philosophies and theoretical frameworks that guide practice.
- Understand the professional activities, standards, and benchmarks of good practice within the profession of student affairs and further understand how those practices promote responsible engagement with diverse communities.
- Be able to identify the multiple roles played by the student personnel professional and the contributions of student affairs to student learning and other goals of higher education, as well as develop an understanding of how conditions on and off campus affect how colleges and universities function and shape who students are and influence what they do.
- Understand current psychosocial, cognitive, moral, learning, and spirituality theories of student development.
- Students will be able to understand the process used to create theory and be able to apply the process to practical situations and problems.
- Students will learn how to apply the various theories and how theory should influence practice.

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Course assignments will be used to evaluate the student learning outcomes. Written research papers, online assignments utilizing the Oncourse system will be used for students to create wikis that outline the functional areas of student affairs. Requiring students to complete an assessment of their individual campus using the Council for the Advancement of Standards (CAS). Using forum discussions to identify and discuss current trends and issues in the field. All assignments will be graded throughout the course and feedback provided to the students.

VI. Describe student population to be served.

The primary audience is full time employees at higher education institutions who are currently working in student affairs. These professionals have no intention of obtaining a master's degree in the field at the time of entering the certificate program.

VII. How does this certificate complement the campus or departmental mission?

The certificate is directly connected to the mission of the HESA program to provide training for personnel in higher education. The certificate expands the reach of our programs to a national level. The certificate will reach a population that is already employed by higher education, however they either lack or require the training to understand the institutional environment and student population.

VIII. Describe any relationship to existing programs on the campus or within the university.

The certificate program is part of the higher education and student affairs program. A potential partnership with the adult education program in continuing studies is currently being explored.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

Current resources within the Higher Education and Student Affairs program are being used to implement the program. Funding was provided by the School of Education New Idea Grant to support the development of the online courses and marketing dollars for promotion of the certificate program.

- X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The certificate program is designed to reach a national audience.