

School of Education, Indiana University  
Educational Leadership and Policy Studies

Undergraduate Certificate in Higher Education and Student Affairs

Name: \_\_\_\_\_ IU STUDENT ID# \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

**CORE COURSES (15 credit hours) ALL COURSES REQUIRED**

Course No. & Title	Hrs.	Semester/Yr	Grade
U300 Introduction to Higher Education Administration	3 cr.	_____	_____
U310 The Role of Students and Student Affairs in HE	3 cr.	_____	_____
U320 Today's College Student	3 cr.	_____	_____
U330 Culture and Diversity in Higher Education	3 cr.	_____	_____
U208 Training for Paraprofessionals in Student Affairs	3 cr.	_____	_____

TOTAL HOURS \_\_\_\_\_

A minimum of 15 credit hours are required to complete the program.

Advisor's Name: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(form update 5-1-2014)

Indiana University Office of Online Education

Program Approval Form

Date:

Campus:

School/Academic Unit:

Department:

Proposed Program Title:

Proposed Program Type:

Graduate/Undergraduate:

Status of Proposed Program:

Percentage of Program to be delivered via distance:

Will this program also be delivered in an on-campus format?

Does the online program **require** a clinical, practicum, or internship that will take place in a student's home state?

**Academic**

1. Describe the rationale for converting the program to distance delivery.

2. Explain why you are uniquely suited to offer this program via distance delivery. What are the distinctive features of the distance delivered program?

3. Describe the program review plan and any plans for acquiring/maintaining program accreditation (identify accrediting agency).

**Market Demand**

4. Describe the evidence that you have that indicates there is a market demand for the distance delivery of this program at the state, regional, national or international level.

5. Are there currently any related distance delivered or on-campus programs offered by IU campuses? If so, please describe the extent to which plans to deliver this program via distance delivery have been discussed with the appropriate stakeholders associated with these related IU programs.

6. Provide letters of support from peer departments and/or any related programs within Indiana University campuses.

**Fiscal**

7. What are the expected tuition and fees of the proposed program?

8. Describe any additional resources needed to implement the program (i.e., faculty, staff, student support, technical support services).



## Certificate Program Proposal

### **A. What is this offering? (content; credential; format) What are its primary components? What technologies are needed to implement it?**

The need for student affairs professionals in higher education institutions across the nation is rapidly growing. New administrative positions are being created to meet a demand for the new roles that colleges are expected to perform. From 2000 to 2012, administrative positions, particularly those in student services, drove a 28% increase in the Higher Education work force.<sup>1</sup> According to the Bureau of Labor Statistics the trend is projected to continue to grow; employment of postsecondary education administrators will grow an estimated 15% from 2012 to 2022.<sup>2</sup> Higher education will require well-trained professionals to meet workforce demands and provide quality educational services for the growing student enrollment at 2-year and 4-year colleges.

Currently, the Indiana University School of Education engages undergraduates with a curriculum focused on primary and secondary education. The HESA certificate would fill a gap at the University by moving beyond K-12 education to develop student's knowledge of tertiary education. Students will learn about the history of colleges and universities, as well as past and present policies and how they impact institutions of higher education. The certificate is also needed to teach supportive conditions for student learning, student development in college, and the effects of institutional environment and culture on students learning.

Students completing the certificate in student affairs will demonstrate a capacity for learning about the necessary skills and knowledge needed to work within a higher education setting. Students will complete a curriculum which educates students on two main areas:

#### 1. Essential Knowledge based on research, theory, history, and assessment

- Understanding the foundations of the student affairs field and the guiding philosophies of the profession
- Critique and application of research
- The evolving role of student affairs in higher education
- The promotion of equitable environments and creating inclusive spaces for learning
- How to assess and develop student learning outcomes

#### 2. Intellectual competencies and practical skills

- Planning, budgeting, and decision making
- Working collaboratively in a group to accomplish a task
- Applying knowledge and theory from the classroom to real-world situations
- Effective practices in supervision and advising

### **B. How is our unit's capability/strength being leveraged in delivering this offering?**

Currently, at least three online courses are offered annually at the graduate level asynchronously. The HESA faculty have been responsive to the growth and opportunities offered through online education. DeSawal, and Walton have been offering asynchronous on-line courses for 2-3 years or longer. Professors Nelson Laird, Palmer, and Hossler have more limited experience - teaching in on-line asynchronous

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<sup>1</sup> Carlson, Scott. "Administrator Hiring Drove 28% Boom in Higher-Ed Work Force, Report Says." Chronicle of Higher Education, February 5, 2014. [http://chronicle.com/article/Administrator-Hiring-Drove-28-/144519/?cid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/article/Administrator-Hiring-Drove-28-/144519/?cid=at&utm_source=at&utm_medium=en).

<sup>2</sup> United States Department of Labor, Bureau of Labor Statistics. Accessed April 3, 2014. From <http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>

environment or in synchronous environments using Adobe Connect. Over time we expect that Drs. Hughes, LePeau, McCormick, and Patton would also become involved.

The HESA program is nationally ranked and well regarded in the student affairs profession. Our graduate programs are considered to be one of the oldest in the profession. Our faculty are nationally recognized and involved with student affairs organizations. Professors Hossler, DeSawal, Patton Davis, LePeau, and Nelson Laird all have held active leadership roles in professional associations, and been recognized by those organizations for their contributions to the field. Our alumni base (over 2000) will be instrumental in helping to identify undergraduate students who are interested in learning more about the profession.

**C. Who needs this offering & why? What do we know now about how we might market to this audience or what kind of information would help us market this offering?**

The professional preparation for higher education and student affairs professionals has been at the graduate level at Indiana University since 1951. Interest in the profession has typically emerged as undergraduates are considering career options and recognize that working in a higher education institutions is a possibility. More recently, faculty in professional association meetings have indicated that undergraduates are expressing interest in the field during their sophomore and junior year. These students are looking for meaningful educational options to prepare for graduate level coursework in higher education and student affairs.

The target audience will consist of students who have expressed an interest in learning more about the profession. Frequently, these undergraduate students are engaged in out-of-class activities and are talking with student affairs staff on campus regarding their future career plans. Marketing to students who are currently holding student leadership positions within student organizations on campus, serving as residence assistants, and peer mentors are just a few groups that would be ideal to market to for the certificate program.

On the national level, students who are engaged in NUFP and Next Generation would be ideal candidates. Approximately 100-150 undergraduate students participate in these national programs annually. Marketing to professional associations that include undergraduate students within their conference would also be a market for the degree. Examples would be the Association of College Unions International (ACUI) and NACAS.

**D. Who else offers anything similar? How is our offering distinguished from theirs? How are we better than this competitor & where are we at parity?**

Based on our initial research, this certificate would be the first of its kind to be offered. Some institutions offer individual courses related to higher education and student affairs, however no certificate, minor or undergraduate degree are currently being offered in this discipline.

**E. How many students might be served first time offered; at full capacity? How many instructors would be required first time offered; at full capacity? Who will be teaching in the program?**

Instruction of courses is envisioned to be taught by doctoral students and HESA faculty members. Any doctoral students instructing a course would do so with oversight and supervision by a HESA faculty member. A section of Supervised College Teaching (C675) would be taught each semester and qualify as a faculty members teaching load to supervise, mentor, and advise doctoral students delivering these courses. This would insure the full engagement of the full-time faculty and provide a quality assurance mechanism.

It is anticipated that the first time offered approximately 25-30 students would be engaging in the certificate program. Partnering with the professional associations has the potential to offer these courses to up to 100 plus students annually.