Effective Term: 2151 (Spring 2015)

Type of Action: Change in Major

Degree: MSE
Program Title: Higher Education Leadership

GPA Requirement for the Major/Submajor: 2.75

Sponsor(s): Richard Mason
Department(s): C & I
College(s): Education

Consultation took place: ☐ NA ☐ Yes (list departments and attach consultation sheet)

Departments:

Proposal Information: (Procedures for Form #2)

Total number of credit units in program:

<table>
<thead>
<tr>
<th>Before change</th>
<th>After change</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>30</td>
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</table>

1. Exact description of request:
(1) Add HELEAD 715 Assessment in Student Affairs to the list of courses in the emphasis;
(2) Eliminate electives; (3) Increase the number of required 3-credit, 700-level emphasis courses from six to seven. A new, three-credit HELEAD 781 Capstone Portfolio and Career Application course being proposed separately will replace the current six-credit Capstone
Project Sequence of EDUINDP 724, 726, 727, and 789 for this emphasis.

**From** (as listed in catalog and on AR)

**HIGHER EDUCATION LEADERSHIP**

1. HELEAD 700 INTRODUCTION TO HIGHER EDUCATION AND STUDENT AFFAIRS

2. FOUR OF THE FOLLOWING COURSES:

   1. HELEAD 710 COLLEGE STUDENT DEVELOPMENT: THEORY, ASSESSMENT, AND APPLICATION
   2. HELEAD 720 LEGAL ISSUES IN HIGHER EDUCATION
   3. HELEAD 725 DIVERSITY AND EQUITY IN HIGHER EDUCATION
   4. HELEAD 729 ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION
   5. CIGENRL 798 INDEPENDENT STUDY
   6. EDADMIN 793 PRACTICUM (HIGHER EDUCATION)

3. Electives (3 units): ADDITIONAL HELEAD OR EDADMIN COURSE TO BE SELECTED IN CONSULTATION WITH ADVISOR

**To** (to be listed in catalog and on AR)

**HIGHER EDUCATION LEADERSHIP**

1. HELEAD 700 INTRODUCTION TO HIGHER EDUCATION AND STUDENT AFFAIRS

2. HELEAD 710 COLLEGE STUDENT DEVELOPMENT: THEORY, ASSESSMENT AND APPLICATION

3. **HELEAD 715 ASSESSMENT IN STUDENT AFFAIRS**

4. HELEAD 720 LEGAL ISSUES IN HIGHER EDUCATION

5. HELEAD 725 DIVERSITY AND EQUITY IN HIGHER EDUCATION

6. HELEAD 729 ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION

7. EDADMIN 793 PRACTICUM (HIGHER EDUCATION)
8. **Relationship to mission and strategic plan of institution, and/or college and department goals and objectives:**

**University**

This initiative supports the University mission to offer graduate education experiences that embrace interdisciplinary approaches as well as embrace the knowledge and understanding of a commitment to professional development and service. Each of the designated courses in the Higher Education Leadership emphasis takes an interdisciplinary perspective as applied to professional development and service in post-secondary education settings. Ensuring that each student obtains a practicum experience will enhance students’ ability to integrate broad knowledge of higher education in their current and future professional work. Including an assessment course highlights the importance of accountability, and therefore promotes the value of personal and professional integrity.

**College**

The College of Education and Professional Studies at the University of Wisconsin-Whitewater is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity. This curriculum modification seeks to respond to the changing needs of our students within the 21st century job market. The addition of a required practicum experience and an assessment course, as well as requiring other specifically designated course work in higher education, will best prepare professionals in the emphasis to actively engage in an open democratic society inclusive of diverse populations and become future contributors to society. Practical learning and application in the classroom will best prepare our students for career success.
2. **Rationale:**

This proposal to change the Higher Education Leadership emphasis accompanies a proposed modification in the MSE-PD core that replaces the current required Capstone Project Sequence (EDUINDP 724, 726, 727, and 789) with a new course, HELEAD 781 Capstone Portfolio and Career Application, a reduction of three units in the requirements that will be made up by the addition of three required units in the emphasis. Moving from six to seven required emphasis courses will enhance students’ breadth of knowledge and expand their possibilities for future employment in higher education. This change allows the student more direct career planning and focus on obtaining a job in Higher Educational Leadership.

Eliminating the elective category will help to give the program a clearer identity and will therefore help make advising more effective. The option of taking EDADMIN courses other than Practicum doesn’t make sense for most students pursuing careers in higher education because the EDADMIN courses usually focus on K-12 schools.

The addition of HELEAD 715 Assessment in Student Affairs to the program is actually a technical adjustment. The course was proposed at the same time as the other HELEAD courses but was inadvertently left out of the original proposal for the emphasis. Assessment is a central concern for professionals throughout higher education, including student affairs. This course addresses CAS Standards (Part 5b.1) for master’s-level student affairs professional preparation programs related to program assessment. This course also contributes to the achievement of MSE-PD program goals of enhancing students’ proficiency in research about higher education leadership, their understanding of professional practice in higher education, and the ability to communicate with others about, and advocate for, student growth and learning in higher education (voice).

3. **Cost Implications:** None
HELEAD715 Assessment in Student Affairs
(Proposed Course for UW-Whitewater’s Master of Science in Education in Professional Development — Emphasis on Higher Education Leadership)

Dr. Thomas Rios
Hyer Hall 200
Office Phone: 262-472-1051
E-mail: riost@uww.edu
Office Hours: By Appointment Only

Dr. Brent Bilodeau
Hyer Hall 200
Office Phone: 262-472-1051
E-mail: bilodeab@uww.edu
Office Hours: By Appointment Only

Please contact Jeanne Rithamel at massj@uww.edu for an appointment to see either instructor

Your success in this class is important to us. If there are circumstances that may affect your performance in this class, please let us know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The Center for Students with Disabilities (262) 472-4711 provides resources for students with disabilities. You will need to provide them with documentation of disability in order to receive official university services and accommodations.

COURSE DESCRIPTION
This course provides students with an overview of the assessment and evaluation processes that allow Student Affairs professionals to develop assessment approaches that gather, analyze, and interpret information to improve institutional, departmental, and divisional effectiveness. Both qualitative and quantitative approaches to assessment will be examined with an emphasis on pragmatic application.
CONCEPTUAL FRAMEWORK
Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater. This structure gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performances, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils’ to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

COURSE KNOWLEDGE AND LEARNING OBJECTIVES
As results of this class, students will be able to:
   a. Understand the importance of program assessment and evaluation and the difficulties in conducting research in the Student Affairs profession
   b. Understand and apply research methods such as: Qualitative, Quantitative, Mixed-Method, Action Research, and Outcome-based research
   c. Apply results of assessment and evaluation to improve program effectiveness
   d. Understand ethical and legal considerations for assessment and evaluation
   e. Write an assessment/evaluation report tailored to various audiences

REQUIRED TEXT

EXPECTATIONS FOR STUDENTS
We have three expectations for students in this course:
1. Seek First to Understand, Then to be Understood. Stephen Covey in his book, The 7 Habits of Highly Effective People (1989), claims that this habit distinguishes effective people from their less effective counterparts. In higher education, we tend to put a great emphasis on critical thinking. The problem that often arises among students (and practitioners) is that they tend to first criticize an author, idea, colleague, or classmate without first seeking to understand his or her perspective. Don’t do this.

2. THINK for yourself. (No, there isn’t a typo here.) Graduate education isn’t about memorizing facts or repeating your professor’s thoughts; it’s about taking information and transforming it into “knowledge” — by making meaning of it. We expect you to be co-learners with us — to advance OUR learning, and to be able to describe how the course prompts your curiosities for further independent learning. Be different: THINK.

3. Attendance and Engagement. Students who are absent three or more sessions will not receive credit for the course. Absences up to 3 will be accounted for and potentially affect final grades. A considerable part of learning about and understanding the issues involved in higher education is through reading, discussing, and reflecting. Engagement with the materials is necessary for the success of the course. We expect you to be prepared for class and participate actively, thoughtfully, and with respectful consideration for other students. We will call upon you in class to express your thoughts and to enhance the engagement of all.
Assignments:

All assignments should be prepared following APA format and reflect proper grammar, punctuation, and spelling expected of graduate work. Assignments should be turned in by the due date. Any exceptions must be approved ahead of time. Late assignments will not be accepted.

Major concepts (MC): Each student will develop one major concept for each assigned chapter from Upcraft and Schuh, and any articles assigned. A major concept is one short paragraph that provides (a) important guidance to student affairs practitioners related to assessment and (b) how the student sees it impacting his/her own professional career.

Class presentations on readings: At the beginning of each class period a student will be chosen at random to present a short, ten-minute presentation on the one of the readings for the week and lead the class in a discussion of same.

Article critiques: Students will select empirically based refereed journal articles to analyze. A critique is to discuss, analyze and evaluate not to summarize the article. A critique focuses on how? why? and how well? Focus the analysis on the questions provided by your instructor.

Assessment project: Students will choose from self-selected Division of Student Affairs assessment project. (See instructions in separate handout.)

Take home quizzes: Students will be given an opportunity to review assessment and research concepts and will be able to use outside sources to answer the questions.

Class Participation: Participation includes attendance, punctuality, and balanced involvement in class discussions.

IRB Certification: IRB Training Initiative. Course is a web-based ethics training course for those conducting research with human subjects. Successful completion of the course will provide students a good background in and reasons for good practice in research and assessment.

Grading:

Activity:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>Major concepts (MC)</td>
<td>100</td>
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<tr>
<td>Class presentations</td>
<td>100</td>
</tr>
<tr>
<td>Class participation</td>
<td>100</td>
</tr>
<tr>
<td>Quantitative article critique</td>
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</tr>
<tr>
<td>Qualitative article critique</td>
<td>125</td>
</tr>
<tr>
<td>Take home quizzes @</td>
<td>100</td>
</tr>
<tr>
<td>Take home quizzes @ each</td>
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<tr>
<td>Assessment project</td>
<td>250</td>
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<tr>
<td>Total points</td>
<td>1000</td>
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Grading Scale:

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<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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</table>
A- 90-93
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
C- 70-72
D+ 67-69
D  63-66
D- 60-62
F  59 and below

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Disciplinary Procedures” (UWS Chapter 17).

**Course Schedule**

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<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Course overview and expectations; Team selection; Introduction to Course Concepts</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Program Assessment/Evaluation: What is it? Why is it necessary? Why is so little being done?</td>
<td>Chapters 1 &amp; 2 in Upcraft &amp; Schuh; Healy (PDF)</td>
<td>Written responses to Questions 1 and 2</td>
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<tr>
<td>Client Program/Service Usage, Needs Assessment, and Satisfaction Surveys</td>
<td>Chapters 5, 6, and 7 in Upcraft &amp; Schuh</td>
<td>Written responses to Questions 3 and 4</td>
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<tr>
<td>Client Program/Service Usage, Needs Assessment, and Satisfaction Surveys</td>
<td>Assessing the Impact of Counseling &amp; Health Care Services</td>
<td>Written responses to Questions 5 and 6</td>
</tr>
<tr>
<td>Student Learning Outcomes — Moving beyond Satisfaction Surveys</td>
<td>Chapter 10 in Upcraft &amp; Schuh; Student Voice: Capturing Students’ Learning</td>
<td>Written responses to Questions 7 and 8</td>
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<tr>
<td>Methodologies: Qualitative, Quantitative, Mixed-Method, and Action Research</td>
<td>Chapters 3 &amp; 4 in Upcraft &amp; Schuh</td>
<td>Written responses to Questions 9 and 10</td>
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<tr>
<td>Gary Harms &amp; Therese Kennedy Visit</td>
<td>Materials Provided on Recreational Sports</td>
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<tr>
<td>ETHICS, IRB Surveys; Conducting Focus Groups</td>
<td>The Belmont Report; Completion of CITI Course in the Protection of Human Research Subjects: <a href="http://www.citiprogram.org/">http://www.citiprogram.org/</a></td>
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<tr>
<td><strong>Element</strong></td>
<td><strong>Points</strong></td>
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<tr>
<td>Question 1 – 10 Responses</td>
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<td>CITI Course</td>
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<tr>
<td>Team Report</td>
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<td>Team Presentation</td>
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<tr>
<td>Attendance/Participation</td>
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<tr>
<td>Case Study/Essay</td>
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<tr>
<td><strong>Total</strong></td>
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**EVALUATION AND GRADING**

**UNIVERSITY OF WISCONSIN – WHITewater POLICIES**

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