University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HELEAD700 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Introduction to Higher Education and Student Affairs

**25-Character Abbreviation:**

**Sponsor(s):** Richard Mason, Ellyn Dickmann

**Department(s):** Curriculum & Instruction

**College(s):**

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

Departments:

**Programs Affected:** **MSE-PD Higher Education Emphasis**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** Graduate standing

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):**

**Instructor:** Dr. Thomas Rios

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:** An increasing number of students seeking graduate-level preparation for careers in higher-education leadership in areas such as residence life, recruitment and retention, and academic support services have sought admission to the MSE-PD Educational Leadership program. This course is one of a set of five courses being created specifically to address the needs of that group of students that will form part of a distinct emphasis in Higher Education Leadership. The population for whom these courses are intended is different from the students admitted to UW-Whitewater’s Counselor Education program – Higher Education track in that they do not have a particular interest in counseling and the positions for which they are preparing do not require them to complete a nationally-accredited program in counseling.

**Relationship to program assessment objectives:** This course addresses [CAS Standards](http://www.cas.edu/getpdf.cfm?PDF=E86DA70D-0C19-89ED-0FBA230F8F2F3F41) for master’s-level student affairs professional preparation programs. 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)**.

**Budgetary impact:** Courses in the Higher Education Leadership emphasis will initially be taught by UW-Whitewater administrators funded by program revenue. As the program expands, the course will be taught by qualified adjunct instructors on a self-supporting basis.The population served by these courses does not overlap with the population enrolled in other master’s emphasis areas at UW-Whitewater, and availability of these courses should not affect enrollment in existing courses other than the common core courses of the MSE-PD, which should increase as more students enroll in the Higher Education Leadership emphasis.

**Course description:** (50 word limit) This course provides students with a brief history of higher education as “an industry” — quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? )

3. **Self-Directed** (e.g., How do research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:**

**The student will be able to:**

1. Understand and draw upon knowledge of the theories and models of organizational behavior and management in higher education by engaging in class discussion as a foundation for written assignments.
2. Understand and use the theories of leadership, models of organizational change, practices of leadership and program development in order to contribute to group projects, participate in class discussion, and enhance written assignments.
3. Investigate, and begin to integrate, the issues and skills involved in leadership and leadership training and development by working with other students on class projects and guided discussions.
4. Investigate the latest developments in methods and approaches to organizational change, decision-making and conflict resolution in order to understand how areas such as residence life, recruitment and retention, and academic support services at institutes of higher education are affected.
5. Begin to acquire the administrative skills that will be developed throughout a career in student affairs, and also begin to conceptualize how to handle administrative problems by completing relevant assignments.
6. Read current and seminal literature regarding pertinent and current issues in higher education, including use of technology, ethical issues, and legal matters that affect student affairs work and demonstrate understanding of this literature by participating in class discussions or demonstrating understanding through written assignments..
7. Use information sources regarding the administration of student affairs to synthesize course understandings by developing and creating a final project.

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

The following bibliography provides the foundation for the above-named course:

Altbach, P. G., Berdahl, R., & Gumport, P. (Eds.) (2005). *American higher education in the*

*twenty-first century*. Baltimore, MD: Johns Hopkins University Press

American Association of University Professors, (2004) *1940 statement of principles on*

*academic freedom and tenure with 1970 interpretive comments*. Washington, DC.

Arnold, K.D., & Kuh, G.D. (1999). What matters in undergraduate education? Mental models,

student learning, and student affairs. In E.J. Whitt (Ed.), (pp. 11-43). *Student learning as*

*student affairs work*. Washington, DC: National Association of Student Personnel

Administrations.

Barr, M. J., Desler, M. K., & Associates. (2000). *The handbook of*

*student affairs administration* (2nd ed.). San Francisco, CA: Jossey-Bass.

Birnbaum, R. (1998). *How colleges work. San Francisco*, CA: Wiley and Sons.

Blimling, G. S., Whitt, E. J., & Associates. (1999). *Good practice in student affairs: Principles*

*to foster student learning*. San Francisco, CA: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*

(4th ed.), San Francisco, CA: Jossey-Bass.

Council for the Advancement of Standards in Higher Education. (2009) CAS Professional

Standards for Higher Education. Washington, DC: Council for the Advancement of

Standards in Higher Education.

Keeling, Richard P. (Ed). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience.* Washington, DC: American College Personnel Association & National Association of Student Personnel Administrators.

Komives, S. R., Woodard, Jr., D. B., & Associates. (Eds.). (2003). Student services: A

handbook for the profession (4th ed.). San Francisco, CA: Jossey-Bass.

Kouzes, J. M., & Poser, B.Z. (2008). *The leadership challenge* (4th ed.). San Francisco, CA:

Jossey-Bass.

Tagg, J. (2003). The learning paradigm college. Bolton, MA: Anker Publishing Co.

Learning Reconsidered: A campus-wide focus on the student Experience. The National

Association of Student Personnel Administrators and the American College Personnel

Association, January 2004. Retrieved from: www.naspa.org/pubs/books/ebooks.cfm.

Sandeen, A., & Barr, M. J. (2006). *Critical issues for student affairs: Challenges and*

*opportunities*. San Francisco, CA: Jossey-Bass.

Schuh, J., Jones, S., Harper, S, and Associates (Eds.). (2011). *Student services: A*

*handbook for the profession* (5th ed.). San Francisco, CA: Jossey-Bass.

Clark, B.R. (1997). Small worlds, different worlds: The uniquenesses and troubles of American

academic professions. *Daedalus*. 126(4), 21-22.

Zhang, N. and Associates. (Eds.). (2011). *Rentz’s student affairs practice in higher*

*education* (4th ed.). Springfield, IL: Charles C Thomas.

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

Sudman, S., & Bradburn, N.M. (1982). *Asking Questions: A Practical Guide to Questionnaire Design*. San Francisco, CA: Jossey-Bass.

Suskie, L. (2004). *Assessing student learning: A common sense guide*. Bolton, MA: Anker

Publishing Company, Inc.

Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*.

San Francisco, CA: Jossey-Bass.

**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

**HELEAD700 Introduction to Higher Education and Student Affairs**

(Proposed Course for UW-Whitewater’s

Master of Science in Education in Professional Development —

Emphasis on Higher Education Leadership)

Dr. Thomas Rios Dr. Brent Bilodeau

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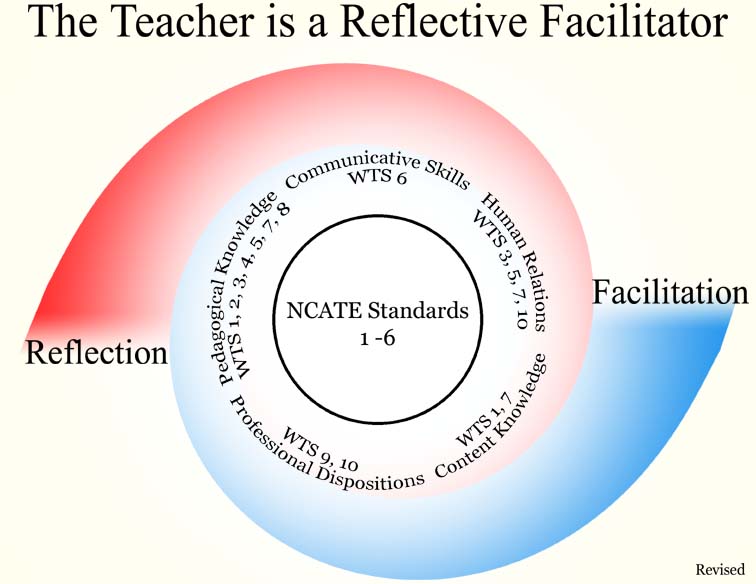
Office Hours: By Appointment Only Office Hours: By Appointment Only

Please contact Jeanne Rithamel at [massj@uww.edu](mailto: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 a brief history of higher education as “an industry” — quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.



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

Upon completion of this course, students should be able to:

##### Leadership

* Describe exemplary leadership practices and how these practices can be applied to higher education.
* Articulate a personal philosophy of leadership and identify areas for personal growth and means to achieve it.

##### Learning Theory

* Understand how various approaches to learning can be applied to personal leadership, student affairs work, and broader higher educational contexts.
* Apply strategies for infusing learning theory into research and assessment initiatives, and into approaches for Student Affairs to contribute to the “learning mission” of a university, with attention to meaning-making and diversity.

##### Organizational Theory

* Appreciate the complex nature of colleges and universities, and develop a repertoire of interpretations that guide your decision-making.
* Think as generalists versus solely as a student affairs administrator; develop a systems approach in complex critical thinking to encompass internal and external forces, differences across university administrative structures, and from a university-wide perspective.

**Objectives:**

The student will be able to:

1. Explore the theories and models of organizational behavior and management in higher education.
2. Understand the theories, models of organizational change, practices of leadership and program development.
3. Investigate, and begin to integrate, the issues and skills involved in leadership and leadership training and development.
4. Understand the methods and approaches to organizational change, decision-making and conflict resolution.
5. Become aware of those administrative skills that will be developed throughout a career in student affairs, and also begin to conceptualize how to handle administrative problems.
6. Become aware of relevant and current issues in higher education, including use of technology, ethical and legal matters that affect student affairs work.
7. Become familiar with relevant literature and information sources regarding the administration of student affairs.

**Methods of Instruction:**

1. Assigned readings will provide a foundation for understanding issues and those readings will inform discussions relevant to the proposed objectives for the course.
2. Experiential work in the classroom (e.g. structured activities, focused discussion) will help to develop an understanding of student affairs work.
3. Students will be encouraged to share their work and personal experiences to enrich the discussions and explorations within the class.
4. Assignments will facilitate reflection and integration.

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. ***THNIK* 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: THNIK.
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.

## Required Texts

* Kouzes, J. M., & Poser, B.Z. (2008). *The leadership challenge.* 4th edition. San Francisco: Jossey-Bass.
* Birnbaum, R. (1991). *How Colleges Work: The Cybernetics of Academic Organization and Leadership.* (Jossey Bass Higher and Adult Education Series).

## Required Readings: (Provided to class in PDF.)

## Small worlds, different worlds: The uniquenesses and troubles of American academic professions; *Burton R Clark*; Daedalus, Boston; Fall 1997; Vol. 126, Iss. 4; pg. 21, 22 pgs

## The learning paradigm college; Barr, R., and Tagg, J.; Change, November/December 1995, pp. 13-25

* Learning Reconsidered: A campus-wide focus on the student Experience. The National Association of Student Personnel Administrators and the American College Personnel Association, January 2004.
* Olson C. L., R. L. Evans, and R.F. Shoenberg. *At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education.* Washington, DC: American Council on Education, 2007.

## The Meaning Making Mission of the University; *Rios, T*.; UW-Whitewater Division of Student Affairs Annual Report, 2011, p. 1

* Interupting Our Way of Being; *Rios, T. & Bilodeau, B.*; UW-Whitewater Division of Student Affairs Annual Report, 2011, p. 2
* Learning Across the University: Capturing the Student Voice, executive summary, 2011, *Rios, T. & Bilodeau, B.*

## Recommended Texts for your Library:

* Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.), Jossey-Bass: San Francisco.
* DePree, Max. *Leadership Jazz.* New York: Currency Doubleday, l992.
* Heifetz, Ronald A. *Leadership Without Easy Answers***.** Cambridge: Harvard University Press, 1998.

## Cornerstone Readings & Resources:

1940 Statement of Principles on Academic Freedom and Tenure:

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

**Journal of College Student Development —** http://muse.jhu.edu/journals/journal\_of\_college\_student\_development/

Student Learning Imperative — http://www.acpa.nche.edu/sli/sli.htm

Principles of Good Practice — http://www.acpa.nche.edu/pgp/principle.htm

American College Personnel Association — <http://www.acpa.nche.edu/>

National Association of Student Personnel Administrators — <http://www.naspa.org/>

The Chronicle of Higher Education — <http://chronicle.merit.edu/>

Class Schedule

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| --- | --- |
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|  | Introduction/Setting the Stage for Learning; Higher Education as an Industry |
|  | Important Events PDF; Burton Clark; AAUP Statement |
|  | Leadership — Kouzes & Poser, Part 1and 2 |
|  | Leadership — Kouzes & Poser, Part 3and 4 |
|  | Leadership — Kouzes & Poser, Part 5, 6, and 7 (video) |
|  | Leadership Summaries; Bohlman and Deal Organizational Frames |
|  | Bolman and Deal Organizational Frames; Birnbaum — Part One: Understanding Colleges and Universities as Organizations |
|  | Birnbaum — Part One: Understanding Colleges and Universities as Organizations |
|  | Birnbaum — Part Two: Models of Organizational Functioning |
|  | Birnbaum — Part Three: Integrating the Models |
|  | Learning Paradigms –Barr & Tagg; Learning Reconsidered |
|  | Learning Paradigms –At Home in the World |
|  | Learning Paradigms –What Matters in Undergraduate Education; Student Learning Imperative; Principles of Good Practice |
|  | Learning Paradigms Applied– Student Voice, Meaning Making, Blending Diversity |
|  | Reflections on Learning |

## Assignments

Assignment #1

Leadership is an elusive concept. We each define it in our own terms and redefine it as we progress through life. Nevertheless, we are not at a loss for models or formulas for leadership. Our world provides us with many examples of “leaders” and prescribed routes to becoming leaders ourselves.

In this paper, you will present your own philosophy of leadership. You will incorporate materials and ideas from class lectures, readings, discussions, and personal life experiences to present a well-thought-out paper on leadership. Moreover, you will identify areas for personal growth and means to develop it. Remember: leaders know what threaten them and why, and one leadership challenge is to look deep within yourself.

This assignment is worth **25%** of your final grade. Be prepared to present an executive summary of no more than 5 minutes in small groups with peers.

Assignment #2

This assignment requires you to compare two higher education institutions based on Birnbaum’s typologies (i.e., a large public research university, a small private liberal arts college, a mid-size public institution, a technical college, a for-profit institution, etc.).

In regards to Birnbaum’s typology, compare and analyze the two institutions’ missions, noting the most distinct/interesting organizational differences and similarities. You will need to describe elements from each institution that places it in the typology you identify.

For the second part of this assignment, you will interview a Student Affairs department head from each institution and gather information about the most pressing problem (challenge) the unit is facing and all its related factors. Then, you must illustrate how Bolman & Deal's frame(s) could be useful to the administrators as they evaluate the situation and develop a response to it.

The objective of this assignment is to familiarize yourself with and learn to apply concepts from these readings. In doing so, you may develop a better appreciation of how organizational theory and Bolman & Deal’s perspective can help administrators/leaders in higher education.

Plan for this project early on — as it will require a significant effort to complete it soundly. More information will be provided in class.

This assignment is worth **50%** of your final grade.

Assignment #3

This assignment requires you to write an analysis paper on one of the UW-Whitewater “learning communities.” You and a partner will be assigned to one of the fall 2011 communities. It will be expected that you meet with the course faculty member to discuss the learning community, including its focus, goals and aims. Review the course syllabus and any related handouts. You should also discuss the challenges and successes that the faculty member has experienced thus far in the semester. Further, you should inquire about the faculty member’s philosophy of student learning and how it manifests itself in the course. Using Barr and Tagg’s *Learning Paradigm College* and the NASPA/ACPA monograph, *Learning Reconsidered*, write a paper that responds to the question, “In what ways does this learning community reflect a learning-centered framework?” Support your arguments with perspectives from the readings. You should include what you’ve learned about the course and community as well as the instructor’s philosophy.

The objective of this project is to examine ways that learning paradigms are being practically applied on the UW-Whitewater campus. It also sets the stage for examination of a future reading, “Interrupting Our Way of Being.”

This assignment is worth **25%** of your final grade.

Grading

The percentages indicated above will be used to determine your final grade for the course.

*Grades are criterion-referenced and are assigned as follows (for each project, and for the overall course):*

100-94 = A

93-87 = AB

86-80 = B

79-73 = BC

< 72 = C

University of Wisconsin – Whitewater Policies

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](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](file:///C:\Documents%20and%20Settings\kinsonl\Local%20Settings\www.uww.edu\Catalog\02-04\Legal\Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](file:///C:\Documents%20and%20Settings\kinsonl\Local%20Settings\www.uww.edu\Catalog\02-04\Legal\Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).