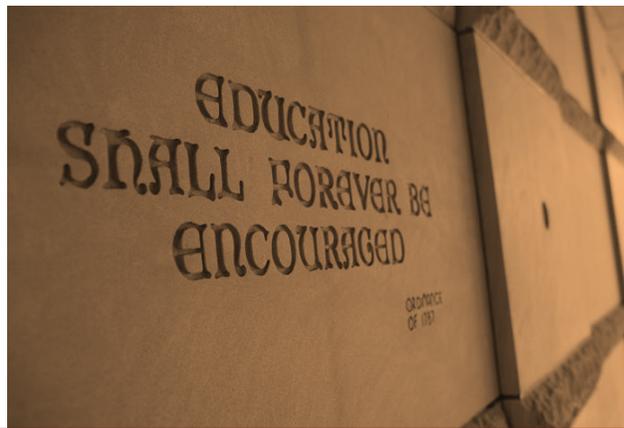


School of Education



Higher Education & Student Affairs Proposal for Undergraduate Minor

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Indiana University

Proposal for New Undergraduate Minor in Higher Education and Student Affairs

Overview

The Higher Education and Student Affairs (HESA) faculty and student affairs staff propose a new undergraduate minor in student affairs and higher education administration. The HESA undergraduate minor expands the curriculum offered to undergraduates at the School of Education (SoE) and the general Indiana University campus by providing a curriculum focused on aspects of postsecondary education. The minor would be one of the first of its kind in higher education and is in line with the goals of the University to provide innovation in education. This proposal outlines key details of the HESA minor and addresses a series of questions related to the proposed minor.

The need for a minor in HESA comes at a time in which institutions are faced with public scrutiny, increased demands for accountability, and a growth of new positions in the student affairs sector. There is need to engage undergraduates to consider academic and professional pathways that will prepare future researchers who will provide answers about the future of higher education. There are no shortage of pressing issues in the realm of higher education, including the role of online education, increases in tuition and student debt, and how to educate a diversifying student body. Additionally, the creation of a minor would meet the growth of new administrative positions that are being created to fill 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.¹ 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 2022.² 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.

¹ 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.

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

The SoE currently engages undergraduates with a curriculum focused on primary and secondary education. The HESA minor 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 minor will also teach supportive conditions for student learning, student development in college, and the effects of institutional environment and culture on students learning. Among other outcomes, students enrolled in the minor would develop critical thinking skills, demonstrate application of knowledge to real-world situations, and hone reading and writing abilities.

About Higher Education and Student Affairs

The HESA graduate program at Indiana University is often considered the top-rank program in the country. In 1951, when HESA conferred its first graduate degree, it was among the first departments in the country to offer a degree program in student affairs. As a pioneer of graduate study in higher education, the program also strives to be a pioneer on other fronts, which could be developing, implementing, and offering a minor to undergraduates. The experiences gained in the minor could expand undergraduate student's ability and competitiveness in admission to a higher education graduate program, and build the necessary pipelines to increase our workforce. The minor may also advance students who wish to pursue employment at a postsecondary institution or pursue one of the thousands of career choices related to higher education. Many colleges and university do not require a master's degree, and often rely on the technical and institutional experience new graduates have to make hiring decisions. By providing a minor, Indiana University would help prepare this growing segment of the workforce by providing instruction in a discipline that is directly related to colleges and universities. Students will also be provided with new opportunities to create interdisciplinary experiences that incorporate higher education with other areas of study. Over time, this unique minor could attract future students to Indiana University and the School of Education.

There is a need to engage a growing number of students who aspire to join the young field of student affairs. At Indiana University, undergraduate students who are ready to enter in the minor course of study have been identified. Furthermore, large numbers of students currently serve in paraprofessional positions across the university. These student leaders would make worthy candidates for the minor. Current student affairs staff have also indicated a growing interest of undergraduate students who desire instruction in HESA. Dr. Pete Goldsmith, Dean of Students, and the Director of Student Life and Learning, Steve Veldkamp, are in support of the minor and are currently working with students who have asked for a minor in HESA.

The proposed HESA minor falls in line with the future of the profession and also meets the future goals of Indiana University. The current version of the strategic plan for IU articulates the need to embrace high-impact practices which includes undergraduate research and internship experiences. The HESA minor will address these high-impact practices by providing undergraduate research projects in student affairs. The HESA program has a strong partnership with the Center for Postsecondary Research, a research center of the Indiana University School of Education, which promotes student success and institutional effectiveness through research and service to postsecondary institutions and related agencies. Thus, there currently are opportunities to create undergraduate research projects within the School of Education.

Relationship with Professional Associations

The student affairs field is represented by professional associations which provide leadership and engagement for future professionals. The two largest professional associations ACPA (College Student Educators - International) and NASPA (Student Affairs Administrators in Higher Education) currently have programs which tracks hundreds of undergraduates to join the organizations. These pipeline programs for undergraduates have an underlying goal to increase the number of students who enter the field. These organizations also host internship and other professional development opportunities for students to gain first-hand experience in the field. Similarly, other niche professional organizations in student affairs offer pathways for undergraduates to work in a campus setting. For example, the ACUHO-I (Association of College and University Housing Officers-International) organization partners with over 950 campuses to offer annual internships to undergraduates who wish to get experience working in residence life. These professional organizations will continue to grow and engages more and more undergraduate students. By providing a minor, HESA will meet the academic needs of incoming cohorts of student targeted by the professional organizations of the field and offer the ability for these students to connect their working and internship experiences to an academic curriculum. The HESA minor will offer a complementary course of study for these types of student who are involved in the professional organizations and have already demonstrated an interest in joining the profession.

Details of Minor Courses

Four new undergraduate courses are proposed for the HESA minor. These classes have already been approved through the School of Education. Course details are summarized below. To fulfill the requirements of the minor, students will need to complete 15 credits—all of which must be completed through the School of Education, unless otherwise specified. In no case can courses be double-counted toward majors or other minors.

Students must achieve an overall grade point average of 2.5 or higher for the selected minor courses. All courses would be regularly offered to ensure that students would have the ability to complete the minor within two years, although it is plausible that the minor could be completed in a year's time. In order to meet a demand for course offerings, the minor is proposed to begin in the Fall of 2015.

Currently the minor is only available to students enrolled at the Indiana University Bloomington campus. However, the IUPUI and the Bloomington campus work collaboratively to confer graduate degrees in HESA. In the future we hope to reach out to additional Indiana University campuses and invite student participation from a broader base.

Course Selections (15 credits): Select from the following options

1. EDUC-U300 Introduction to Higher Education Administration (3 cr)
2. EDUC-U310 The Role of Students and Student Affairs in Higher Education Administration (3 cr)
3. EDUC-U320 Today's College Student (3 cr)
4. EDUC-U330 Culture and Diversity in Higher Education (3 cr)
5. EDUC-U212 Topical Seminar: History of Higher Education (3 cr)
6. EDUC – E201 Multicultural Education & Global Awareness (3 cr)
7. EDUC-U208 Training for Paraprofessionals in Student Affairs (1-3cr.)

Course Summaries

At the onset of the HESA minor, four courses are proposed to be offered. All students will be required to take a core set of four courses. Each class taken will fulfill three credit hours.

1. **EDUC-U300 Introduction to Higher Education Administration (3 cr)**
This course will provide an introduction to the organization and policy that guides higher education. Multiple aspects of Higher Education are considered including the impact of higher education policy on students, and the organizational structure of institutions. This course also discusses the history and evolution of student affairs as a field and a profession. All students would be required to take this introductory course.
2. **EDUC-U310 The Role of Students and Student Affairs in Higher Education Administration (3 cr)**
Given the focus of this course on the undergraduate student as a paraprofessional on campus, this course will focus on the role of undergraduate students in administration work on college campuses. Increasingly, student peers are relied on as co-educators in the higher education landscape. Research indicates that students learn most from their peers in college. This course seeks to apply practical experiences in order to examine the role and experiences of students in Higher Education Administration.
3. **EDUC-U320 Today's College Student (3 cr)**
This course will explore the characteristics of today's college student. Specifically, this class seeks to answer the question of "Who are today's college students?" In order to unpack this question further this course examines how the identities, demographics, and experiences of college students changed over time to create the "contemporary" college student. Additionally, this class seeks to understand current

trends in higher education and their implications for today's college student and future generations of students in tertiary education.

4. **EDUC-U330 Culture and Diversity in Higher Education (3 cr)**

This course covers identities, values and beliefs of college students have continued to change throughout the history of Higher Education. In order to serve all students on their campus, administrators in Higher Education must be sensitive to the changing needs of students. Understanding campus climate, diverse student identities, and the role of social justice in education, all influences a practitioner's ability to become culturally competent. This course covers discusses the role of culture in Higher Education and how practitioners can work to create inclusive practices.

5. **EDUC-U212 Topical Seminar: History of Higher Education (3 cr)**

Currently approved as a general education course. This course focuses on the historical roots of higher education in the United States. This course does not require approval, but would be included in the proposed undergraduate minor.

6. **EDUC-E 201 Multicultural Education & Global Awareness (3 cr)**

This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. This course is currently part of the minor in international and comparative education.

7. **EDUC-U208 Training for Paraprofessionals in Student Affairs (1-3cr.)** Practical application of learning and skills developed during course work by serving under supervision as staff members of cooperating colleges, universities, governmental commissions, and educational agencies.

Additional Electives may be considered in the future. For example, HESA minor students may be able to take courses that are part of the proposed minor in International and Comparative Education. The HESA minor may cross list courses that provides students with the opportunity to explore comparatively and globally a particular theme, topic, or issue that is broadly related to education (e.g., development, communication, policy, health, gender, etc.).

Questions Regarding the HESA Minor

How will courses be instructed?

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.

What is the expected timeline of establishing the minor?

The desired interest is to offer courses as early as the Fall of 2015. The four core classes to the minor have already been approved. As stated in the proposal earlier, Indiana University would be one of the first to offer such a program.

What students will enroll in the minor?

The HESA minor could serve a broad population of undergraduate students. As a specific example, a student interested in learning about the connection between K-12 education and higher education could be well served by the minor. As another example, a student with a career interest in compulsory education as a guidance counselor would greatly benefit from learning about higher education. Furthermore, the minor offers a curriculum directly related to potential researchers and practitioners working on a college campus in student services. A number of Indiana University undergraduate students, particularly those in paraprofessional positions at the university (such as resident assistants, orientation leaders, and peer counselors) have already been identified as interested and willing to pursue a minor.

What additional resources are needed?

As indicated previously, instruction will be completed by existing faculty members and doctoral students at the School of Education. As the program develops resources will be evaluate to ensure that needs are met.

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