Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council

FROM (Initiating Department): College Student Personnel

DATE SUBMITTED: 5/26/14

Title
Department Head [Signature]
Dean
Teacher Education Council (if applicable) [Signature]
Graduate Council (if applicable)
Registrar [Signature]
Vice President for Academic Affairs

Course Subject: (e.g., ACCT, ENGL) CSP
Course Number: (e.g., 1003) 6173
Effective Term: ☐ Spring ☐ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Career Advising
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Career Advising
Will this course be cross-listed with another existing course? If so, list course subject and number.
☐ Yes ☐ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
If so, list course subject and number.
☐ Yes ☐ No

Is this course repeatable for additional earned hours? ☐ Yes ☐ No
How many total hours?

Grading: ☐ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):
☐ 01 Lecture ☐ 02 ☐ 03 Laboratory only
☐ 05 Practice Teaching ☐ 06 ☐ 07 Apprenticeship/Externship
☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics
☐ 12 Individual Lessons ☐ 13 Applied Instruction ☐ 16 Studio Course
☐ 17 Dissertation ☐ 18 Activity Course ☐ 19 ☐ 98 Other

Does this course require a fee? ☐ Yes ☐ No How Much? [_] Select Fee Type
If selected other list fee type: 

<table>
<thead>
<tr>
<th>☑ Elective</th>
<th>☐ Major</th>
<th>☐ Minor</th>
</tr>
</thead>
</table>

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

For the proposed course, attach a syllabus in Word format that includes: *(Items a. through d. should be entered as they should appear in the catalog)*

a. Course subject  
b. Course number  
c. Catalog course title  
d. Catalog description  
   1. Arkansas Course Transfer System (ACTS) course number, if applicable  
   2. Cross-listing  
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)  
   4. Prerequisites  
   5. Co-requisites  
   6. Description  
   7. Notes (e.g., information not in description such as course may be repeated for credit)  
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)  
   9. Fees (e.g., $36 art fee)  
e. Section for Name of instructor, office hours, contact information (telephone, email)  
f. Text required for course  
g. Bibliography (supplemental reading list)  
h. Justification/rationale for the course  
i. Course objectives  
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)  
k. Assessment methods (include grading policy with specific equivalents for A, B, C)  
l. Policy on absences, cheating, plagiarism, etc.  
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **No**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? **No**

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at [http://www.atu.edu/assessment/](http://www.atu.edu/assessment/)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).
ARKANSAS TECH UNIVERSITY
College Student Personnel
CSP 6173: Career Advising

Instructor: TBA
Office: Crabaugh Hall, Suite 124
Office Hours: Available by appointment.
Phone: 479-964-3251
Email: TBA

Required Texts:

(Note: all work submitted for this class should adhere to these style and formatting guidelines, unless otherwise noted.)

Course Description
This elective CSP course will provide an overview of the foundations of career advising. Students will learn career development theories, career advising interventions & practices, career assessment and planning tools, and sources of career information and technology designed to assist individuals and groups in lifelong career and lifestyle planning.

Note: Course will offered at least once/academic year.

Course Purpose/Justification
The purpose of the class is to prepare student affairs professionals with the skills and knowledge needed to develop and provide effective career programs and services. In addition, advising is listed as one of ACPA and NASPA’s professional competencies and having an understanding of career development theories is suggested in the CAS Standards for graduate preparation programs.

Course Objectives
At the conclusion of this class, successful students will:

a) Be able to identify the major theories of career development and decision making models commonly used in higher education institutions.
b) Have knowledge of diverse populations and societal issues that impact career development and success.
c) Demonstrate the ability to utilize vocational, educational, and labor market information resources to assist individuals in career planning.
d) Be able to develop career program planning, organization, implementation, administration, and evaluation.
e) Have the ability to identify professional advising associations and the current literature identifying best practices related to career development and college career centers.
f) Understand ethical considerations related to career and lifestyle planning.
g) Be familiar and know how to use common assessment instruments and techniques relevant to career planning, including technology assisted career related resources.
h) Exhibit the interpersonal and communication skills essential for effective career advising and referrals.

Syllabus
This syllabus will serve as a guide for our term’s course work. Additional readings and videos may be provided by the instructor that are not indicated in this document, as they become available or as student/course needs dictate. Substantive changes to this syllabus will be provided to students in writing via email and/or Blackboard.

Supplemental Readings
Several articles and/or documents, as well as chapters from the text are required reading for this course. These materials will be available to students through Blackboard or through the student’s research efforts. Check for these items by keeping up to date with the Unit folders in Blackboard.

Course expectations
1. Academic Integrity: Academic integrity is the foundation of higher education and adherence to academic norms and ethical standards is expected of graduate students. Your work must conform to University, School, and Department policies. Moreover, academic integrity consists of authenticity and proper attribution. Thus, fabrication of content and plagiarism will not be tolerated. As graduate students you are expected to understand the requirements of proper citation of resources.

Violators of the academic integrity policy will automatically receive a failing grade for the assignment. Emphasizing the point further, everyone should properly attribute the works of others. If you are unsure about proper use of a resource or idea, PLEASE talk to your instructor prior to submitting your work for a grade. If you are unsure about any academic situation, ALWAYS contact your instructor for advice.

2. Attendance and Engagement. Your contributions to class discussions, and your absorption and reflection during the interactive components of the course add to your overall learning as well as to those of others in the class. Thus, attendance, in the form of regular visits to the BlackBoard site, and engagement, in the form of contributions to the class discussion boards, are mandatory.

3. Preparation/Late Work: Your level of preparedness for each class directly impacts the course dynamics; therefore, readings and other assignments should be completed as assigned. In addition, absent a valid excuse or prearranged agreement, late assignments will not be accepted. Deadlines for assignments are designed to provide a common framework by which all students can be treated fairly and equally. Requests for extensions may be granted depending upon the circumstances. Assignments are due as indicated on the syllabus, and late assignments will be penalized.

4. Professional Behavior: The classroom should be a safe place to express ideas, opinions, and beliefs. Indeed, academic criticisms and discussions are critical elements of the course; however, behavior that obstructs traditional norms of academic freedom and mutual respect are not acceptable.

5. Communication Skills. Writing and communication skills are critical in the profession. Students should integrate standards of professional and scholarly communications in all of their work from papers, to presentations, to conversation. Reading and writing groups among students are strongly encouraged-sharing your written work with others for critique and discussion is a primary means of strengthening critical thinking and writing skills, as well as improving the quality of our work. Use the APA Manual, 6th Edition for papers when appropriate.

2, Girard
6. Technology. It is expected that you will use an active ATU e-mail account, use the Internet, access electronic databases in the review of literature in the field, access blackboard, etc. The student affairs profession also requires proficiency in the use of standard software. Students should use this software in this course to continually refine their own technological skills.

7. Problems: Please note that any difficulties or problems should be brought to the instructor’s attention as soon as possible—and before the assignment deadline or exam. Please note—computer problems are not a valid excuse for late essays or other assignments, and plan to complete your work accordingly.

Accommodations for Students with Disabilities
Arkansas Tech University will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact University Testing & Disability Services. You may reach their staff in Doc Bryan Room 179 at (479) 968-0302 or TTY Services: (479) 964-3290. Services are available to students who are registered and submit appropriate documentation.

Methods of Assessment/Evaluation/Documentation
Throughout the course, students will be required to complete individual and group written assignments, engage in class discussion, and develop case study responses. The required assignments include:

1. Attendance Accounting/Introduction Sheet 10 points
2. Participation 60 points; max. of 5 points per week
3. Career Assessment & Reflection 40 points
4. Career Advising Portfolio (3 parts total) 150 points
5. Exams (Mid-term and Final; 50 points each) 100 points

Total =360 points

Grading
Letter | Percentage
---|---
A | 92 - 100
B | 82 - 91
C | 75 - 81
D | 65 – 74
F | 0-64

Methods of Assessment/Evaluation/Performance Detail

1—Attendance Accounting/Informational Sheet (10 points)
Students will be asked to complete an assessment, which acknowledges they have been exposed to the course syllabus and are aware of the university’s academic integrity policies. The quiz will appear when you log into the course until every student completes the quiz. This assignment will ask you to complete 3 statements, with a required response being “yes”, for each question. By completing this assessment, you are indicating you are an “active student” in this online course and will meet the federal government’s attendance standard. Please complete this assessment ASAP so the module will not appear every time you log into the course (3 points).

Informational Sheet
This is a way for me to get to know you. Even though we will correspond primarily via Blackboard and email, there may still be times when I have to reach you either by phone or snail mail. This form will allow me to have the information necessary to reach you, as well as to learn a little bit about you. (7 points).
2 - Participation (60 points)
Students are expected to post two thoughtful discussions each week. Discussions questions will be available beginning on Monday’s by 3pm each week and will close on Sundays at 11:59pm.

The rubric I will use for grading posts is as follows:
1 point = on time, 2 points = original/thoughtful post, 1 point = one response to another, 1 point = 2nd response to another.

*Discussion Board Note: I do not expect you to respond to every student’s response, the goal is for you to make your own post (respond to the question with a high quality response), and then respond to at least two (2) other students’ posts. Do not expect points for late responses, unless you have made arrangements in advance.

3- Career Assessment & Reflection (40 points)
Students will need to complete a career-related assessment and write a reflection concerning the results of the assessment. Students can select to participate in the Focus II, Myers-Briggs Personality Indicator; the Strengths Quest Survey; Kuder; or the Strong Campbell. Note—Other assessments may be used if they are focused on career-personality inventories and you have the prior approval of the course instructor. Also, some of these assessments may have a cost associated with them, which would be the responsibility of the student to cover the costs. The Focus II assessment is free to Tech students and individuals can gain access to this instrument through the Tech website (www.atu.edu) by going to Career Services, or go there directly with this link: https://www.focuscareer2.com/Portal/Login.cfm?SID=717
See Unit #1 in Blackboard under the Lectures/Readings button for a document with directions for this assignment. Once you have completed the assessment, you are asked to write a reflection on the results. Did they surprise you? What was your thoughts about the assessment? Would you recommend others to use this tool? Why/Why not? Note—Be sure to include a copy of the results of your assessment to verify you completed the assessment. Also, this needs to be a current assessment, so if you completed this survey and the results are older than 3 years, you will need to take the assessment over.

4- Career Advising Portfolio (150 points)
Students will develop a portfolio (consists of 3 parts) related to career development and lifestyle planning. Students will submit parts of this portfolio throughout the semester. Under each of the parts, students will be given a choice of topics and can pick which one they would like to submit for the assignment. Remember, only pick one option under each of the 3 parts. Specific grading rubrics will be provided for each part of the portfolio and will be posted in the course blackboard shell.

Part One: Legal and Societal Perspectives on Career Development

Option A: Review current newspapers and online resources to identify at least 3 current social or economic considerations impacting individuals’ careers/job market. Note—this could be very specific for a region/state if you would like. Describe these issues and share what are some solutions that are being proposed to help address the challenges. Provide an overview of what is predicted to be the growing employment fields in the future (i.e. visit the Occupational Outlook Handbook) and what should individuals have (i.e.—training or education needed) to be viable candidates for these employment opportunities. This reflective paper should be at least 3-5 double-spaced, typed pages.

Option B: The problem of obsolescence in education or training is staggering. Locate and interview a person in a profession or trade (employed at least 5 years in the same job) regarding the ways in which he or she keeps current in their job/career. Be sure to clearly identify the job; share why this individual chose this career; the educational level/training required for the position; share why they decide to stay
with this job...what keeps them coming back to work; share at least 3-5 ways they are learning or keeping current and their personal thoughts on professional development; do they see themselves remaining in this position longer or do they aspire to advance. If they want to advance, what will they need to do so this happens? Share the responses to this interview in a 3-5 double-spaced, typed pages paper.

**Part Two: Career Development Philosophy or Interview**

*Option A:* Write a reflection paper that outlines your philosophy of career and lifestyle planning. Identify and share what career/SDT theories you think are most beneficial and useful. Reflect on your own career development and share what drew you to your chosen career path. Describe the approach you would use if you were given the opportunity to work in a university career center. Share your approach to working with diverse populations when it comes to career advising. What are some things/services/advice you would provide to your college students? This paper should be a 3-5, double-spaced typed pages paper.

*Option B:* Interview a current career services professional, preferably someone working with adults, in a university career center, county/state employment office, or a vocational/technical career area to get an overview of what they do on a regular basis. Share what are the most common services they provide; describe the typical individual they see; what formal theories do they use when they work with individuals and why do they select these theories; what interactions do they have with diverse populations; and what do they predict for the future in their office. This should be at least a 3-5 double-spaced typed pages paper.

**Part Three: Training for Effective Career Development**

*Option A:* Develop a career development presentation that could be used in a college, first-year success class. You can highlight services in a university career center; how to find an academic major; career inventories; etc...Your presentation can be in power-point format (should not have more than 15 slides), Perzi, or you can conduct a video presentation. You are encouraged to make the presentation professional in nature.

*Option B:* Develop a career advising syllabus for a college student. You are to pick a fictional university that you create and develop a career advising syllabus you would use in the university’s career center. Be sure to include the key components (i.e. mission statement; goals of career advising; student learning outcomes; student responsibilities; advisor responsibilities; share examples of how student learning can be demonstrated).

**5. Exams (Mid-Term and Final; each worth 50 points)**

Both exams will cover the lectures, book chapters, and supplemental articles covered during the course. The midterm will cover the first half of the course, with the final covering material from the mid-point to the end of the course. Exams will consist of objective and subjective style questions. A case study type question will be included on both exams to give students an opportunity to put theories into practical application. Specific dates of the exams will be posted in the course schedule.

**Course Schedule**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Theme</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Overview of the Course &amp;</td>
<td><strong>Due:</strong> Federal Attendance Module &amp; Informational Sheet.</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td>Foundations of Career Advising</td>
<td><strong>Read:</strong> Chapters 1 &amp; 3 in the textbook</td>
</tr>
<tr>
<td>#</td>
<td>Career Advising Competencies</td>
<td>Read:</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>#3</td>
<td>Evolving Workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>Developmental Theories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career &amp; SDT Theories</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>Career Advising: Framework for Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>Advising various student populations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#7</td>
<td>Integrating Career and Academic Advising Programs</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>Future Predictions and Challenges for Career Advisors</td>
<td>Read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Discussion questions will be posted & responses will be due every week. Specific deadline dates for the assignments/exams will be set & provided in the Blackboard shell.

**Supplemental Resources:** *Not required book purchases.*


Arkansas Tech University
Course Addition
Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

<table>
<thead>
<tr>
<th>a.</th>
<th>How does this course fit with the university mission? The course will contribute to the scholastic development of student affairs professionals by providing instruction on career development theories and decision making models commonly used to assist individuals with career and life-style choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Although not mandated by an accreditation agency, the material proposed in this course falls within the advising competency set forth by ACPA and NASPA (student affairs professional associations). Furthermore, the CAS Standards for graduate student affairs preparation programs suggests an understanding of career development theories as an areas of study for student affairs professionals.</td>
</tr>
<tr>
<td>c.</td>
<td>Provide up to three student learning outcomes students will achieve after completing this course? Learning Outcome #1: Students will be able to apply commonly used career development theories and decision making models. Learning Outcome #2: Students will be able to conduct career development program planning, organization, implementation, and evaluation. Learning Outcome # 3: Student will be able to identify common practices used in college career center. Learning Outcome # 4: Students will be able to demonstrate knowledge of labor market and employment information/resources to assist individuals with career advising.</td>
</tr>
<tr>
<td>d.</td>
<td>What assessment tool or measure will you use to assess student learning? Exams, a career development research project, &amp; reports of interviews with career services professionals.</td>
</tr>
<tr>
<td>e.</td>
<td>What will students demonstrate, represent, or produce to provide evidence of their learning? Students will be able to identify and apply commonly used career development theories that are used in post-secondary institutions through exams and class discussions. Students will develop a career advising resource guide that will have examples of career development workshops and current research showing employment trends. Interviews will be conducted with current career services professionals to gain insight into common practices, services, and daily operations of college career centers to help students develop realistic expectations of a career center work environment.</td>
</tr>
</tbody>
</table>
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. The CSP Department has offered this topic as a special problems workshop (CSP 6883) twice within the last 3 years with large enrollment, demonstrating a strong interest in the subject. In the 2014 departmental student survey, students ranked the topic of career advising as one of their top choices for an elective course. Finally, the CAS Standards for graduate preparation programs, suggest under Part 5b.1: Student Development Theory, that CSP programs have built into the curriculum studies of developmental theories and practices that describe students growth in a variety of areas including career development.

g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Little Rock offers CNSL 7303—Career Development and Planning; The University of Arkansas has CNED 5213 (Lifestyle and Career Development). A comparable institution in the region that offers a similar course would be Northwestern State University in Louisiana with COUN 551 (Career and Lifestyle Planning).
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO: Graduate Council
FROM (Initiating Department): College Student Personnel
DATE SUBMITTED: 5/28/14

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Christopher J. Sain</td>
<td>5-27-14</td>
</tr>
<tr>
<td>Dean</td>
<td>Sherry L. Field</td>
<td>5-27-14</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td>9-15-14</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Title: Master's Program in College Student Personnel
Requested changes will be effective Summer I for next catalog year

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) For students without student affairs or closely related work experience, require CSP 6093 as one of the two electives.

What impact will the change have on staffing, on other programs and space allocation? No impact.

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/Registrar/curriculum_forms.php.

Not Applicable.

In the attached matrix, include requested changes in the matrix and include course number and title.

Not Applicable for Graduate Students.
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

<table>
<thead>
<tr>
<th>Provide an answer for each question. Your answers are to be typed single spaced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How does the program change fit with the university mission? By requiring students without any student affairs related higher education work experience to take the 2nd practicum course (CSP 6093), faculty are helping to strengthen students’ level of professionalism and experience which will be beneficial in the job search process. Also, the students required to take the 2nd practicum will gain more opportunities to put the scholastic knowledge they are gaining in their courses into practical application, thus giving them a more solid educational foundation in student affairs administration.</td>
</tr>
<tr>
<td>b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. In the CAS Standards for graduate preparation programs, it is highly recommended students gain at least 2 different practicum/internship experiences in the field of student affairs. Currently, students are not allowed to complete Practicum I (CSP 6083) in an area where they are currently working or have previous work experience, thus giving them new opportunities to enhance their overall exposure to a variety of student affairs or related student affairs areas. The faculty interpret a student holding a graduate assistantship/employment in a student affairs or closely related area at a post-secondary institution along with completing Practicum I as meeting the CAS Standards of 2 different and distinct practicum/supervised experiences.</td>
</tr>
<tr>
<td>c. How will the program change impact learning for students enrolled in this program? Students required to take CSP 6093 will be given more opportunities to put theories learned in their academic classes into practical application. In addition, it will give them more student affairs work experiences to place on a resume to help them in the job search following graduation.</td>
</tr>
<tr>
<td>d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will demonstrate a better understanding of the core competencies endorsed by NASPA &amp; ACPA (professional organizations) because they will have had more opportunities to apply these competencies to a realistic student affairs/higher education setting. Students will be more marketable in the job search process because they will have more work experiences to reference.</td>
</tr>
</tbody>
</table>
e. Provide an example or examples of student learning assessment evidence which supports the changes in the program. In the 2014 CSP student survey, a question was asked for students to indicate their level of support for requiring a 2nd practicum for those students not currently working in higher education, holding a graduate assistantship in student affairs or closely related area or had previous work experience in student affairs. Over 73% of students surveyed indicated “strongly agree” or “agree” with this statement. In addition, faculty have noted students with limited work experience in student affairs or related areas often report difficulty in securing full-time employment immediately following graduation.

f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. CAS Standards require students to obtain the breadth and depth of student affairs work. These standards encourage this to be achieved through 2 distinct experiences. At both UCA and The University of Arkansas, CSP students are admitted as a cohort (only offer courses in the traditional classroom setting) and are required to hold a graduate assistantship or employment in student affairs or closely related area in addition to completing a practicum in an area outside of their student affairs assistantship/employment.

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. This proposed change does not necessitate a change in the current CSP assessment program.
Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

<table>
<thead>
<tr>
<th>TO:</th>
<th>Graduate Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM (Initiating Department):</td>
<td>College Student Personnel</td>
</tr>
<tr>
<td>DATE SUBMITTED:</td>
<td>05/28/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>[Signature]</td>
<td>5-27-14</td>
</tr>
<tr>
<td>Dean</td>
<td>[Signature]</td>
<td>5-27-14</td>
</tr>
<tr>
<td>Teacher Education Council (if applicable)</td>
<td>[Signature]</td>
<td>5-27-14</td>
</tr>
<tr>
<td>Graduate Council (if applicable)</td>
<td>[Signature]</td>
<td>5-27-14</td>
</tr>
<tr>
<td>Registrar</td>
<td>[Signature]</td>
<td>9/15/14</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Title: Master's Program in College Student Personnel

Requested changes will be effective Summer I for next catalog year

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) Removal of the thesis option from the CSP curriculum (removal of CSP 6191-6) and require all students to complete two CSP approved electives.

What impact will the change have on staffing, on other programs and space allocation? No impact. We currently offer a variety of CSP electives for students to take.

Attach the Change in Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at [http://www.atu.edu/assessment/](http://www.atu.edu/assessment/).

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/Registrar/curriculum_forms.php](http://www.atu.edu/Registrar/curriculum_forms.php).

Not Applicable

In the attached matrix, include requested changes in the matrix and include course number and title.

Not Applicable for Graduate Students
Arkansas Tech University
Proposal for Change in Program
Assessment Form

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>How does the program change fit with the university mission? Removing the thesis option from the CSP program allows students the opportunity to take elective courses which will enhance their scholastic development and professional skill set in student affairs administration.</td>
</tr>
<tr>
<td>b.</td>
<td>If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. CSP is a practitioner-oriented program. This is evidenced by the absence of a thesis requirement in the CAS Standards for student affairs graduate preparation programs, a graduate thesis is not required nor suggested. In addition, both professional student affairs associations (NASPA &amp; ACPA) do not include completion of a graduate thesis as part of the curriculum.</td>
</tr>
<tr>
<td>c.</td>
<td>How will the program change impact learning for students enrolled in this program? In the 12 years the CSP program has been offered at ATU, no student has ever selected this option. The CSP program is practitioner-focused and requiring all students to take 2 electives will increase their skills and student affairs knowledge base. In addition, for those students wanting to enhance their research and writing skills, they could take CSP 6893 (Independent Study) as one of their electives with the intent of giving students the opportunity to participate and conduct research that could be published in a student affairs journal, which will be more beneficial to their career development.</td>
</tr>
<tr>
<td>d.</td>
<td>What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? Students will demonstrate a better understanding of the core competencies endorsed by NASPA &amp; ACPA (professional organizations) because they will have had more opportunities to apply these competencies in their chosen elective courses. Students will be more marketable in the job search process because they will have a broader student affairs knowledge base by completing two more CSP courses.</td>
</tr>
<tr>
<td>e.</td>
<td>Provide an example or examples of student learning assessment evidence which supports the changes in the program. In the 12 years the program has been offered at ATU, no student has selected the thesis option. In addition, in a recent national survey of CSP program coordinators, the thesis option is being replaced with other graduation</td>
</tr>
</tbody>
</table>

For assistance contact Dr. Monica Varner
requirements (i.e. comprehensive exam; electives) to support the practical nature of the student affairs profession.

<table>
<thead>
<tr>
<th>f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. CAS Standards does not require nor suggest a thesis option for student affairs graduate programs. A thesis is not an option at Arkansas State University, however they do require students complete elective courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. This proposed change does not necessitate a change in the current CSP assessment program.</td>
</tr>
</tbody>
</table>