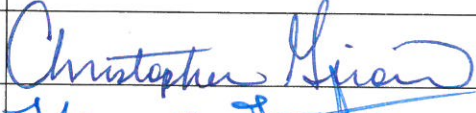
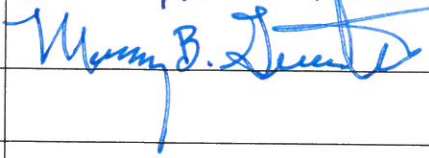



Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Graduate Council
FROM (Initiating Department):	College Student Personnel
DATE SUBMITTED:	06/17/2016

Title	Signature	Date
Department Head Dr. Christopher Giroir		06/17/16
Dean Dr. Mary B. Gunter		6/29/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable) Dr. Mary B. Gunter		
Registrar Mrs. Tammy Weaver		7/14/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) CSP	Course Number: (e.g., 1003) 6213	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Diversity & Inclusion in Student Affairs		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Diversity & Inclusion in SA		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> 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. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other _____		
Mode of Instruction (check appropriate box):		
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No		How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>			
<input checked="" type="checkbox"/> Elective		<input type="checkbox"/> Major	<input type="checkbox"/> Minor
(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?			
<input type="text" value="Not Applicable"/>			
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 <ol style="list-style-type: none"> 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/ See Attached form			
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			

CSP 6213: Diversity & Inclusion in Student Affairs
Arkansas Tech University
Sections: 001

A. Course Subject

College Student Personnel

B. Course Number:

6213

C. Catalog Course Title

Diversity & Inclusion in Student Affairs

D. Catalog Description

This course will address diversity issues in higher education and student affairs practice. Topics to be examined include but are not limited to diversity in recruitment and retention, programming, student organization and activities and the overall campus climate.

1. Arkansas Course Transfer System (ACTS) course number

N/A

2. Cross-listing

N/A

3. Offered

Once per academic year

4. Prerequisites

N/A

5. Co-requisites

N/A

6. Description

This course will address diversity issues in higher education and student affairs practice. Topics to be examined include but are not limited to diversity in recruitment and retention, programming, student organization and activities and the overall campus climate. The purpose of this course is for students to gain knowledge regarding functional areas in student affairs and their diverse practices.

7. Notes

N/A

8. Contact Hours

Lecture three hours

9. Fees

N/A

E. Section Name of instructor, Office hours, contact information

Instructor, TBD

Office Hours: TBD

Crabaugh Hall, Room 129

479.880.2231

F. Text required for course

Pope, R.L. (2014) *Creating multicultural change on campus*. San Francisco, CA: Jossey-Bass

Publication manual of the American psychological association (6th ed., 2nd printing). (2009). Washington, D.C.: American Psychological Association.

G. Bibliography (supplemental reading list)

Gordon, S. & Bonner, F. (1998). Best practices in diversity: The student affairs perspective. *College Student Affairs Journal*, 18(1), 40-51.

Liptak, A. (2012, April). Race matters. *New York Times Upfront*, 144(13), 6-9.

Pope, R.L., Mueller, & Reynolds, A.L. (2009). Looking back and moving forward: Future directions for diversity research in student affairs. *Journal of College Student Development*, 50(6), 640-658.

H. Justification/rationale for the course

No courses are currently offered in the program that emphasize diversity and inclusion in student affairs. After the completion of the CSP program review for AY 2015-2016, it was deemed necessary. This course is being created specifically to address the needs of graduate level preparation for careers in student affairs in areas such as residence life, admissions, student organizations/activities, etc. In addition, diversity, equity, and access is included in the CAS general standards for graduate preparation programs.

I. Course Objectives

- Explore the importance of race, ethnicity and gender as it relates to goals and work in student affairs.
- Examine the current state of functional areas in student affairs in regarding to diversity and inclusion
- Apply various theories and concepts to problems and challenges faced in functional areas of student affairs
- Develop an understanding of diversity and inclusion in student affairs regarding access, participation, campus climate, and student outcomes
- Analyze policies, concepts and other items related to gender, race, ethnicity, ability, sexual orientation, socio-economic status and religious differences among students, faculty and staff in student affairs.

J. General Education Objectives listed in undergraduate catalog

N/A

K. Assessment methods (including grading policy with specific equivalents for A, B, C)

- | | |
|---|-----------|
| 1. Attendance/Participation/Class Discussions | 30 points |
| 2. Multicultural Competency Reflection paper | 20 points |
| 3. Diversity and Inclusion event | 20 points |
| 4. Critical Issues paper | 10 points |
| 5. Diverse culture experience | 20 points |

Grading Scale:

A	B	C	D	F
100 – 92.0	91.9 – 82.0	81.9 – 75.0	74.9 – 65.0	64.9 – 0.0

Additional grading information for the ATU Graduate College: D's are considered failure and will need to be repeated. You must maintain at least a 3.0 GPA. Earning C's will cause the Graduate College to send you a warning. Earning more than two C's in our program will require retaking a course. If you are ever struggling in a course, talk with me. It may be wiser to withdraw from the course rather than take a low grade.

We do not round up. 91 is a B. Do not ask for extra credit in graduate school.

L. Policy on absences, cheating, plagiarism, etc.

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.

Preparation: Your level of preparedness directly impacts the course dynamics; therefore, readings and other assignments should be completed on par with the course calendar. In addition, absent a valid excuse or prearranged agreement, late assignments will be penalized.

Flexibility Statement: Assignment calendars and dates may be changed in response to institutional, weather, or other class situations.

Late Work: Deadline for assignments are designed to provide a common framework by which all students can be treated equally. Assignments are due as indicated on the syllabus and late papers will be penalized. Please note that any difficulties or problems should be brought to the instructor's attention as soon as possible—and before the deadline. Computer problems are not a valid excuse for late assignments so plan to complete your work accordingly. Discussions **will not** be accepted late.

Disability Accommodations: Arkansas Tech University will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact University Testing and Disability Services. You may reach their staff in Doc Bryan 171 at (479) 968-0302 or TTY Services: (470) 964-3290. Services are available to students who are registered and submit appropriate documentation.

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, I wish to note that 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.

M. Course Content

1. Participation/Discussions (30 points)

Purpose: As graduate students, you are becoming socialized into the community of inquiry that is higher education. You are generators of knowledge. Building skills of analysis, synthesis, and communication can only occur if you actively participate in the course discussions and learning activities. Essentially, the more you put in, the more you get.

Guidelines: Class participation includes contributions to class discussions through analysis and synthesis of the readings, and application of theories and concepts as demonstrated in your online or in class comments. Comments such as: "I agree" or "Nice job" while kind and encouraged, are not sufficient enough to count towards participation. At least **2 postings per discussion** is considered the minimum. Good discussions also involve commenting on other students' discussions as well. Discussions will lock each week and you may not return to previous discussions; however, you may edit your post while the week is active. As the instructor, I reserve the right to edit and/or delete any comments that are deemed uncivil toward others. Be sure to use appropriate grammar and punctuation, just as you would with any assignment.

2. Multicultural Competency Paper (20 points)

Students will develop a paper which describes and critiques his/her cultural background. The purpose of this assignment is to explore and integrate information related to your cultural

heritage with issues related to becoming a competent multicultural helping professional. Questions are provided below to guide your thinking across a range of cultural factors. Respond to *each* of the questions as appropriate, except when there is no information available. Please be thorough in your analysis and writing.

Part I:

Describe your internal and external dimensions:

- Your age, gender, presence of any disability, ethnicity, race, community in which you grew up, religion, marital history, parental status, educational background, occupation/work experience, recreational and personal habits, socioeconomic status/social class (now and growing up, including observations through any changes), and past/current geographic location. You can include any other pertinent information regarding your internal and external dimensions.

Part II:

Drawing from your knowledge about yourself and experiences in our multicultural society, identify:

- the social and cultural factors and events that influence your view of diversity (i.e., gender, race, social class, age, sexual identity, religion, ability, appearance, etc.)
- the factors and events that influence your view on social belonging.
- the factors that influence your interpretations of an individual's behavior, motivation, decision methods, and thoughts.

3. Diversity and Inclusion Event (20 points)

Students will choose an event being held on campus to attend and write a reflection concerning their experience. This event must be related to diversity and inclusion in some way. The event does not have to occur at Arkansas Tech. It can be at any institution (four-year, two-year, public or private). I am providing you with some sample things to answer in your paper which include:

- Give a brief history of the event (does it occur regularly, was this the first time, etc.)
- What was the purpose of the event?
- Was there a targeted audience? If so, who?
- The main objective of the event?
- Overall impression (Did it go well? Was it long or short? Did you learn anything new?)
- Talk to organizers of event (briefly). Find out aspirations for putting together event. What were the costs? What was their overall impression?

Please know these are just a few questions to get you started. You should draft some original ideas to include.

4. Critical Issues Paper (10 points)

This short 2-page paper (not including title and reference pages) is intended to help you gain experience with APA as well as writing a brief general overview paper. Identify a topic that interests you as it relates to student affairs, and diversity/inclusion. It can be anything related to higher education and/or college students (i.e., enrollment, race relations, sexual orientation, diversity, student

groups, etc.). You must use at least three sources from the following, but they cannot all be from the same medium (you cannot use three websites; but could use two journal articles and one website):

- A book or a chapter from an edited book (you may use a chapter from our textbook)
- A peer-reviewed journal
- A website

In this paper, you must:

- Paraphrase content and include the citation
- Use a direct quotation and include the citation and page number or paragraph number
- Cite at least two sources in the same sentence
- Include a Reference Page with the full citations listed
- Format the paper using APA formatting (i.e. margins, fonts, paragraph format, title page, running head, page numbers, and reference page).
- Use appropriate headings (bold, centered or left justification) in the paper.

5. Diverse cultures (20 points)

Warning: This assignment is going to get you out of your comfort zone. Decide on an opportunity to be in the presence of people who are of a different race/culture than you which you may find challenging. This has to be completed where you are, for an extended period of time, one of the few who look like you. I believe this experience should be minimum of five hours. The purpose of this assignment is to better understand and recognize the experience of being in the "minority". **PLEASE USE GOOD JUDGEMENT HERE.** This should be challenging for you, not for those with whom you are interacting. Do not be intrusive. Once done, you are to write a paper discussing your experience. Included in your paper should be the following:

- Why you selected this experience
- What you learned about yourself and the individual/individuals
- What questions remain for you regarding this experience?
- Relate this experience to what you believe to be your own racial identity

This paper should be written in APA format with a title page and references. You should be able to complete this assignment in 5-7 pages. **Do not simply add length to your papers just to awe me. You won't. As graduate students, your papers should be clear and concise, yet thorough enough to communicate the required items.**

Arkansas Tech University

Course Addition

Assessment Form

CSP 6213

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.

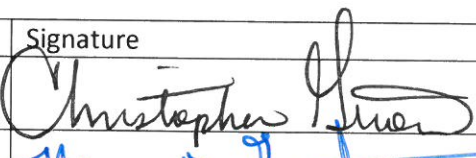
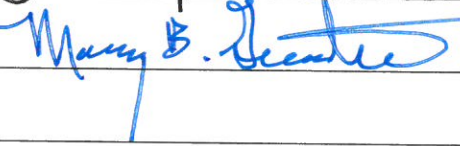

- a. How does this course fit with the university mission? This course will contribute to the scholastic development of future student affairs practitioners by providing a solid educational foundation for a diverse and inclusive campus.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. This course is not mandated, but it does follow the CAS General Standards for graduate student affairs programs, which include a component of diversity, equity and access.
- c. Provide up to three student learning outcomes students will achieve after completing this course? Student Learning Outcome #1: Students will be able to apply various theories and concepts to problems faced in functional areas of student affairs. Student Learning Outcome #2: Students will be able to identify policies, concepts, and procedures related to gender, race, ethnicity, ability, sexual orientation, socio-economic status and religious differences and how they impact recruitment and retention. Student Learning Outcome #3: Students will be able to demonstrate the importance of maintaining a diverse and inclusive campus.
- d. What assessment tool or measure will you use to assess student learning? Self-reflections/analysis, reports of diverse events, critical issues analysis, and diverse culture experiences.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will be able to demonstrate an understanding of self-awareness related to diversity/inclusion. Students will attend campus events promoting diversity, conduct interviews to gain insight to functional areas and services provided. Students will experience other cultures in various settings.
- f. Provide an example or examples of student learning assessment evidence supporting the addition of this course. In the 2015-2016 departmental student survey, students ranked Diversity and Inclusion as one of their top three choices of topics they would like to see the CSP department offer as a course elective. The 2015-2016 Program Review yielded a result indicating students expressed an interest in seeing a course on diversity and inclusion in the

curriculum. Program reviewers agreed with students and suggested the inclusion of the course as an elective in the curriculum. Lastly, the CAS Standards for master-level , Student Affairs, graduate preparation programs recommends the inclusion of a course on diversity be offered to students.

- 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. A similar institution in the region that offers comparable course would be The University of Central Arkansas. The College Student Personnel Services & Administration department offers CSPA 6360 Cultural Differentiation and Outreach. The University of Arkansas offers HIED 5063 Diversity in Higher Education.

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO:	Graduate Council
FROM (Initiating Department):	College Student Personnel
DATE SUBMITTED:	06/29/16

Title	Signature	Date
Department Head Dr. Christopher Giror		6/30/16
Dean Dr. Mary Gunter, COE Dean		6/29/16
Teacher Education Council (if applicable) Not Applicable		
Graduate Council (if applicable) Dr. Mary Gunter, Graduate Dean		
Registrar Mrs. Tammy Weaver		7/14/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Program Title: Advising Certificate	CIP Code: CSP 13.1102
Contact Person: Name: Dr. Christopher Giror Institution Name: Arkansas Tech University Address: 1310 North El Paso Ave, Russellville, AR 72801 E-mail Address: cgiroir@atu.edu Phone Number: 479.880.4047	Proposed Date: Fall 2017

Program Summary:

The proposed 15-hour program includes coursework in College Student Personnel, specifically advising, that prepares individuals who are entering the field of collegiate advising in order to expand their knowledge. Gearon (2016) states, "certificates can be good options for adults who want to continue their education without devoting the time and money it takes to complete a master's degree." This program will also provide a benefit to experienced advisors who wish to enhance their knowledge. The

proposed program will is designed for advising in higher education institutions. The 15 proposed hours for the advising certificate will be comprised of the following current courses:

CSP 6073 Counseling Theories & Helping Skills

CSP 6093 Practicum—Will need to be focused in an advising area

CSP 6163 Academic Advising

CSP 6153 Advising Student Groups

CSP 6173 Career Advising

Proposed Costs:

Existing faculty will teach in the program. All resources required to implement the proposed program are in place. There will be no new administrative costs.

There will be no new full-time faculty costs. There will be no new instructional equipment costs since this program will be offered completely online.

Library resources:

Education Specific Databases:

Education Source

Proquest Education Journals

Other Databases:

Academic Search Complete

Proquest Central

PsycArticles

PsycINFO

(Discovery tool) Find it... search keyword anywhere with *college student advising* finds **3,338 results**. These results include all types of resources accessible through Tech; either online in full text or in the library. Other keywords for further searching were: academic advising, college students, higher education, and counseling.

Books: Sampling of titles on first page of results for Academic Advising

Academic Advising Approaches: Strategies that Teach Students to Make the Most of College (2013)

Career Advising: An Academic Advisor's Guide (2006)

Creating Successful Multicultural Initiatives in Higher Education & Student Affairs (2013)

Handbook of Career Advising (2009)

Student Success in College: Creating Conditions that Matter

Journals

Black Issues in Higher Ed

Chronicle of Higher Education

College Student Affairs Journal

College Student Journal

Disability in Higher Education
Diverse Issues in Higher Education
Excellence in Higher Education
Higher Education
Higher Education Quarterly
Hispanic Outlook in Higher Education
Innovative Higher Education
International Journal of Sustainability in Higher Education
Journal of College Counseling
Journal of College Student Development
Journal of Higher Education
Journal of Higher Education Ethics
Journal of Student Affairs Research & Practice
Mentor
National Academic Advising Association Journal
National Association of Student Personnel Administrators
Perspectives on Issues in Higher Education
Research in Higher Education
Review of Higher Ed
Student Affairs Leader
Student Affairs Today
Studies in Higher Education
University Wire

The library subscribes to over 200 academic subscription databases including journal databases covering general topics, specific subjects, research tools, discovery tool/catalog, streaming video and more. Included within these databases are over 97,000 electronic journals & periodicals and 250,000 ebook titles. The library houses over 1200 journals in microfiche and microfilm and currently subscribes to 300 print periodicals. There over 160,000 volumes of bound journals and books in the print collection, 4,000 CDs and more than 6,000 DVDs. The Tech Library is a selective U.S. and Arkansas documents depository and houses over 110,000 related items.

The Library is a member of ARKLink, a state-wide consortium that allows students and faculty at member colleges and universities to use resources at other member institutions. A membership in Amigos Library Services lets the Interlibrary Loan (ILL) Department use their courier services for regional resource sharing. The Library has recently implemented ILLiad, a software that makes the ILL process much more efficient.

List existing degree programs that support the proposed program:

Master of Science (M.S.) in College Student Personnel

Need for the Program:

Current and former students were surveyed. A total of 129 individuals out of 142 contacted responded yielding a 91% response rate. Of those responses, 93 students were in favor of the College Student Personnel department developing an advising certificate and 2 students were not. When asked what the likelihood of respondents enrolling in courses to earn the advising certificate, 52 of those students stated they were either likely or extremely likely to enroll. A search for positions in advising was conducting using the website higheredjobs.com. The new search yielded over 4000 jobs available in general areas of advising. Gobel (2013), reported "working individuals who have completed their undergraduate or graduate education can get a career boost from earning certificates in graduate study."

After careful research of current graduate certificate programs offered in the state of Arkansas, it was determined that no other four-year public institution offers an advising certificate program. The University of Arkansas-Fayetteville offers a graduate certificate in educational statistics and research methods. Arkansas State University currently offers a certificate in mental health counseling which is related. The University of Central Arkansas does not offer a graduate certificate in this field, nor closely related. Graduate certificates consists of courses that are a good beginning step in advancing personal skill sets that can be utilized (Gobel, 2013).

Curriculum Outline by Semester

CSP 6073 Counseling Theories and Helping Skills

CSP 6083 Practicum

CSP 6153 Advising Student Groups

CSP 6163 Academic Advising

CSP 6173—Career Advising

Each course is offered at least once, with the possibility of being offered more within an academic year.

Total number of Semester Hours Required for Graduation: 15

Can the program be completed in 8 semesters?

☒ Yes ☐ No

If not, provide justification.

List New Courses (Please attach New Course Proposals):

Not Applicable—using existing courses within the CSP graduate curriculum

Identify General Education Courses, Core Courses, and Major Courses:

CSP 6073 Counseling Theories and Helping Skills

CSP 6083 Practicum 1 in College Student Personnel

CSP 6153 Advising Student Groups

CSP 6163 Academic Advising

CSP 6173 Career Counseling

Courses currently offered via distance technology: (moved from above section)

All courses associated with the certificate will be available online

Program Admission Requirements:

Students pursuing the advising graduate certificate and *not* the master's degree in College Student Personnel will be a "non-degree seeking" graduate student." Students admitted into the CSP Master's program can also "add on" the advising certificate to their CSP master's degree and work

toward earning the certificate simultaneously with the MS degree in CSP. Students wanting both the master's degree and the certificate will complete 39 hours in CSP graduate courses. Students who wish to transfer graduate credit covering material associated with the core requirements for the certificate to Arkansas Tech may transfer up to 6 graduate hours from other accredited institutions to count toward the advising certificate requirement upon a successful appeal to the department head. Admission for the advising certificate will be rolling admission with new students being admitted every semester. Applicants must hold a bachelor's degree from an accredited college/university verified by an official transcript.

Applicants must have an undergraduate, cumulative grade point average of 2.5, a 3.00 on the last 30 hours of undergraduate work, or hold a graduate degree from an accredited institution. Along with their application for admission, students must submit a resume and a writing sample that is reflective of quality writing, explaining their interest in pursuing the advising certificate and how they plan to use the certificate to meet their professional and/or personal goals.

Applicants must submit official transcripts from their bachelor or advanced degree awarding institution (s) directly to the Graduate College.

Applicants must submit all admission documents (i.e. completed graduate application; \$25 application fee; immunization records; transcripts; resume; writing sample) to the ATU Graduate College for processing.

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

See attached

List the names and credentials of all faculty teaching course in the proposed program.

Dr. Christopher Giroir
Interim Associate Dean, Graduate College
Head, Department of College Student Personnel
Associate Professor of College Student Personnel
PhD-University of Southern Mississippi

Dr. Christine Austin
Associate Professor of College Student Personnel
Director of University Assessment & Institutional Effectiveness
PhD-University of Denver

Dr. Rene Couture
Assistant Professor of College Student Personnel
PhD University of Northern Colorado

Dr. Susan Underwood
Professor of College Student Personnel
PhD-New Mexico State University

Dr. Alaric Williams
Associate Professor of College Student Personnel
EdD-Texas A&M University-Commerce

Total number of faculty required (existing and new)
5

For proposed graduate programs attach curricula vitae for the faculty teaching the program
CSP graduate faculty currently hold credentials that have been submitted and reviewed by the
Graduate Council, granting them approval to teach graduate level courses. Specific vita for CSP
faculty can be made available upon request to the CSP Department Head

Description of Resources
Please refer to library resources listed on page 2 of this document.

Current Library and instructional facilities
The current library is the Ross Pendegraft Library. Instructional facilities for the College of Education
take place in Crabaugh Hall, Tomlinson Hall and the newly built Brown Building.

New Resources Required (include costs and acquisition plan):
None

New Program Costs (Expenditures for first three years of program operation)
New administrative costs: None
New faculty: None
New library resources and costs: None
New/renovated facilities and costs: None
New instructional equipment and costs: None
Distance delivery costs: None
Other new costs: None

Description of Resources
Please refer to library resources listed on page 2 of this document.

Current Library and instructional facilities
The current library is the Ross Pendegraft Library. Instructional facilities for the College of Education
take place in Crabaugh Hall, Tomlinson Hall and the newly built Brown Building.

New Resources Required (include costs and acquisition plan):
None

New Program Costs (Expenditures for first three years of program operation)
Include:
New administrative costs: None
New faculty: None

New library resources and costs: None
New/renovated facilities and costs: None
New instructional equipment and costs: None
Distance delivery costs: None
Other new costs: None

Detail Marketing Plan, Strategies, and Costs:

E-mails will be sent to current students and CSP alumni, informing them of the new addition of the certificate--\$0 cost.

Listing of the certificate on professional association websites and list-serves--\$0 cost.

Revision of the CSP recruitment flyer, to include the certificate option. Will work with ATU PR to design and revise the recruitment flyer—cost TBA—will build cost into CSP yearly budget.

References

Gearon, C.J. (2016, March 22). Graduate certificate programs offer quick path to career upgrade. *U.S.*

News & World Report. Retrieved from <http://www.usnews.com>

Gobel R. (2013, March 20). Consider graduate certificates to save time, money. *U.S. News & World*

Report. Retrieved from <http://www.usnews.com>