

DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM DEVELOPMENT COVER SHEET

Instructions: See PRP 3230 Course and Program Development

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: CLE 101, Student Affairs Leadership Certification Program

SHORT TITLE OF PROPOSAL: Request General Education Points for CLE 101, Student Affairs Leadership Certification Program

CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION		ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION		Non-Credit <input checked="" type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)			APPROVAL SEQUENCE(see box 5)	DOCUMENTS REQUIRED (see box 4)	INFO COPIES (see 2 below)	
<input type="checkbox"/>	1	Experimental Course ¹	A B2 E	PQR	1. d	
<input type="checkbox"/>	2	Change in Master Course Syllabus:				
<input type="checkbox"/>	2a	Title and/or Description	A B1 B2 E	PQ	2ab.	
<input type="checkbox"/>	2b	Credits/Points	A B1 B2 E	PQ	2c.	
<input type="checkbox"/>	2c	Course/CLE Number	A B1 B2 E	PQ	2d. a, b	
<input type="checkbox"/>	2d	Pre & Co-Requisite	A B1 B2 E	PQR	2e. a, b	
<input type="checkbox"/>	2e	Content Outline	A B1 B2 DE	PQR	2f. a, b	
<input type="checkbox"/>	2f	Methods	A B1 B2 E	PQR	2g. a, b	
<input type="checkbox"/>	2g	Student Learning Objectives	A B1 B2 DE	PQR	2h. a, b	
<input type="checkbox"/>	2h	Student Assessment and/or Evaluation	A B1 B2 E	PQR	2i. a, b, e	
<input type="checkbox"/>	2i	Course/CLE Assessment	A	R	2j. a, b, f	
<input type="checkbox"/>	2j	Supporting Materials &/or Prototype Text	A B1 B2 DE	PQR	3. a, b	
<input type="checkbox"/>	3	Departmental Recommended Class Size, if appropriate	A B1 B2 DE	PQ	4. a, b	
<input type="checkbox"/>	4	Deactivate a Course/CLE	A B1 B2 DE	PQR	5. a, b	
<input checked="" type="checkbox"/>	5	Pass/Fail Grading	A B1 B2 DE	PQV	6. a, b	
<input type="checkbox"/>	6	Major/Minor/Concentration Requirements/Electives	A B1 B2 DE	PQR	7. a, b	
<input checked="" type="checkbox"/>	7	New Course/CLE	A B1 B2 DE	PQR	8. b	
<input type="checkbox"/>	8	Dual Listing (select 8a or 8b)	A B1 B2 DE	PQR	8a. b	
<input type="checkbox"/>	8a	Offered in two departments with same number	A B1 B2 DE	PQR	8b. b	
<input type="checkbox"/>	8b	Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE	PQR	9. a, b	
<input checked="" type="checkbox"/>	9	General Education Change	A B1 B2 DE	PQV	10 a, b	
<input type="checkbox"/>	10	Minor	A B1 B2 DE FG	PQ	11. a, b	
<input type="checkbox"/>	11	Non-Degree Certificate Program	A B1 B2 DE FG	PQ	12. a, b, c	
<input type="checkbox"/>	12	Program Deletion	A B2 D-Information EFGH	PQ	13. a, b, c	
<input type="checkbox"/>	13	Program Moratorium	A B2 D-Information EFH	PQ	14. a, b, c	
<input type="checkbox"/>	14	Certificate Program(Major or Minor Exists)	A B1 B2 DEFG	PQ	15. b, c	
<input type="checkbox"/>	15	Degree Designation	A B1 B2 DEFGH	PQ	16. a, b, c	
<input type="checkbox"/>	16	Degree Program	A B1 B2 DEFGH	X		
<input type="checkbox"/>	16a	Letter of Intent	A B1 B2 DEFGH	PQ		
<input type="checkbox"/>	16b	Request for Accelerated Program Review	A B1 B2 DEFGH	PQ		
<input type="checkbox"/>	16c	Detailed Program Proposal ³	A B1 B2 DEFGH	PQ		
<input type="checkbox"/>	17	Program Policy Change	A B1 B2 DE	PQ	17. a, b, c	
<input type="checkbox"/>	18	Concept Approval	A B1 B2 DE	PQ	18. a, b, c	
<input type="checkbox"/>	19	Distance Education (80% of content via Dist Ed)	A B1 B2 DE	PQR	19. a, b, c	
<input type="checkbox"/>	20	Other	VARIABLES	VARIABLES	20. varies	

Box 4: DOCUMENTATION					
X	P. This Cover Sheet		T. Fiscal Impact		W. Program Completion Plan
X	Q. Summary (Reverse of P)		U. Needs Analysis		X. Letter of Intent
X	R. Syllabus		V. Program Course Checklists ⁴		

- 1 Approval automatically lapses after two offerings unless permanently approved as a new course.
- 2 Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC
e) Office of Planning & Assessment f) Provost's Office
- 3 16a, submission of Letter of Intent to PASSHE, must be completed prior to detailed program development unless Request for Accelerated Program Review is granted
- 4 Include existing and proposed checklists.

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MAR 30 2016

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Revised

DOCUMENT Q - SUMMARY PROPOSAL

College: Student Affairs	Department: Center for Leadership & Engagement
Contact Person: George Kinzel	Phone: 570-389-4354
	Effective Semester: Fall 2016

Q-1: Briefly describe what is requested: Approval of a new 0 credit CLE for inclusion in the new General Education Program: General Education Goal 10, Citizenship: 1 GEP

For new courses or changes in existing courses (needed by Registrar):

New Title: Student Affairs Leadership Certification Program	Course #: CLE 101	Credits: 0
Course Abbreviation: Leadership Cert. (Maximum of 20 letters including blank spaces)		
Old Title:	Course #:	Credits:

Q-2: Set forth the full rationale for what is proposed. The Leadership Certification program is organized through the Center for Leadership & Engagement within the Division of Student Affairs. It addresses the General Education Goal of Citizenship and the University Strategic Plan by enhancing academic excellence and fostering and developing a strong sense of community. Specific targeted strategic action plans and General Education goals include: 1) Create a learning environment for personal and professional success beyond the classroom, 2) Encourage leadership development with a focus on student organizational leadership, community engagement leadership, social justice leadership, wellness education leadership, and group leadership, 3) Increase student engagement with the University and community, and 4) Strengthen connection with Bloomsburg University alumni as students focus on professional development opportunities.

For the GEP, students would be expected to complete Levels 1 & 2 of the Leadership Certification program. Students will work to make a difference in the civic life of our community in an effort to promote an improved quality of life and serve as positive agents of change. Participants will focus on learning the foundations of effective group facilitation skills, team dynamics, and the manners by which they interact with others. With the incorporation of the approach to leadership development through the Social Change model, students will engage in lifelong learning and examine their awareness of self, others, and society/group with the aim of improving knowledge, skills, and competence. As described in Section 12, these objectives are measured through various methods including: student participation in workshops, reflection assignments, and assessment tools that the student must complete.

Students will be engaged for over 45 hours (20 hours in Level 1 and 25 hours in Level 2) in educational workshops, evening lectures and discussions, leadership retreats, conferences, service volunteer projects, campus and community event initiatives, reflection assignments, and other leadership service opportunities. Levels 1 and 2 must be completed within one semester to receive the GEP for Citizenship.

Q-3 RESOURCES

No additional resources required. Explain why. Professionals in the Center for Leadership & Engagement job descriptions will be adjusted to complete the work.

Additional resources required. Indicate probable source of additional funds.

SHORT TITLE OF PROPOSAL: Request General Education Points for CLE 101, Student Affairs Leadership Certification Program

Box 5: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Dept/Program:	Chair: <u>Edna A. Valoye</u>	<u>3/22/16</u>
B1 College Curriculum Committee	Chair: <u>Wendy Smith</u>	<u>3/23/16</u>
B2 College Dean ASSISTANT VICE PRESIDENT	Dean: <u>Theresa Kresch</u>	<u>3/23/16</u>
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: _____	_____
D University Curriculum Committee (BUCC)	Chair: _____	_____
E University Provost & VPAA	Provost & VPAA _____	_____
F University President	President: _____	_____
G Council of Trustees	Chair: _____	_____
H PASSHE	_____	_____

Q-4 Impact including Center for Academic Computing and Library resources, (Complete a or b)

a) Impact was reviewed but none detected:

Ed A. Valenzuela
Department Chair Signature

3/22/16
Date

b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were:

Department Chair Signature

Date

c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

Department Chair Signature

Date

Bloomsburg University – Document R

Bloomsburg, Pennsylvania

1. **Date Prepared:** December 18, 2013
2. **Prepared by:** George Kinzel
3. **Department:** Student Affairs
4. **Course Number:** CLE 101
5. **Course Title:** STUDENT AFFAIRS 101 – Leadership Certification Program
6. **Credit Hours:** 0

General Education: Goal 10. Citizenship: 1 GEP

7. **Prerequisites:** Must submit Leadership Certification Application in the Center for Leadership & Engagement and meet with a staff member to review the program. This is open to all students with permission granted from the Center for Leadership & Engagement.

8. Catalog Description:

Offers an intensive series of educational leadership-based workshops, lectures, service projects, conferences, and integrative learning opportunities. The mission of the Center for Leadership & Engagement is to facilitate and provide intentional opportunities by supporting and providing resources for student growth, development, involvement and learning through leadership education, engagement, and service. By participating in the Leadership Certification program, students will gain knowledge of core leadership skill sets, enhance their co-curricular learning experiences and build meaningful and sustainable relationships to positively impact a diverse campus community and beyond. As such, students will become aware of and engage in student leadership practices that foster and sustain a culture of organizational effectiveness, community engagement, and social justice.

9. Course Content Outline:

Students will be engaged in over 45 hours of educational workshops, evening lectures and discussions, leadership retreats, conferences, service volunteer projects, campus and community event initiatives, reflection assignments and other leadership service opportunities. Level 1 requires 20 hours and Level 2 requires 25 hours.

Level 1 Educational Leadership WORKSHOPS (*ALL are ESSENTIAL)

1. Self-Assessment: Leadership Roles & Styles
2. Self-Structure: Career Path, Organizational Skills & GoodWork™ Initiative
3. Broadening Your Perspectives: Looking Beyond Yourself
4. Stages of Group Development & Decision Making
5. Skill Set Series Part 1: Communication, Conflict Resolution & Negotiation
6. Skill Set Series Part 2: Critical Thinking & Problem Solving
7. Skill Set Series Part 3: Public Speaking & Engaging Others
8. Skill Set Series Part 4: Interviewing Strategies & Skills

Level 2 Educational Leadership WORKSHOPS

ESSENTIAL Workshops:

1. Resume Writing
2. Networking, Brand Building & Career Exploration

Level 2 Educational Leadership WORKSHOPS (continued)

Students MUST choose (2) of the following workshops:

1. Professional Development for the 21st Century Leader
2. Cultural Awareness
3. Servant Leadership
4. Mentoring & Coaching
5. Stress Management

Level 2 Leadership Tracks:

Students must choose (1) of the following Leadership tracks. Each track consists of 4 hours of workshops.

1. Student Organizational Leadership
2. Community Engagement Leadership
3. Group Leadership
4. Social Justice Leadership
5. Wellness Education Leadership

10. Methods:

Students will work with professionals in the Center for Leadership & Engagement through the Division of Student Affairs to complete all requirements outlined for Level 1 (20 hours) & Level 2 (25 hours) of the Bloomsburg University Leadership Certification program.

These requirements include:

- a) Students must attend and participate in all the educational workshops listed in the Course Content Outline.
- b) Students must serve as an active member of a Living Learning Community (LLC), student club, recognized student organization, sports team, intramural team, theatrical group, planning committee/board, etc. Active membership would be defined as participating in meetings, events, practices, performances, games, projects, conferences and/or initiatives led by that LLC, club, group, organization, committee, or team. The hours will need to be documented and verified by professionals utilizing the Co-Curricular Transcript through the Center for Leadership & Engagement.
- c) Students must serve as a leadership service volunteer through a variety of community initiatives related to either social justice leadership, group leadership, community engagement leadership, wellness education leadership, and/or student organizational leadership. Community engagement work is defined as integrative learning initiatives that benefit any off-campus establishment/organization/project or a regional, national, or international organization or establishment. The hours will need to be documented and verified by professionals utilizing the Co-Curricular Transcript through the Center for Leadership & Engagement.
- d) Students must complete self-reflection tools to display the application of learning acquired through the educational workshops and through the hands-on activity and service engagement experiences. These tools are administered online at the workshops and in the Center for Leadership & Engagement.
- e) Students must submit, to the Director of the Center for Leadership & Engagement, artifacts of their learning experience including a copy of their resume and their reflection pieces for each Level of the Leadership Certification program.

Professionals in the Center for Leadership & Engagement will monitor, review, and evaluate student performance, progress and successful completion of the Leadership Certification program. Student are expected to complete both Level 1 and 2 in the same semester.

11. Student Learning Objectives:

Upon completion of this Leadership Certification program, the student will be able to:	General Education Goal GEP:	Related VALUE Rubric Elements:	Student Assessment:
1. Provide evidence of experience in civic engagement activities and describe what they have learned about themselves as it relates to a growing sense of civic identity	Goal 10: Citizenship	Civic Engagement: <i>Civic Identity and Commitment</i>	Reflective Journal with targeted questions
2. Articulate strengths and challenges as leaders to increase effectiveness in different contexts	Goal 10: Citizenship	Integrative Learning: <i>Reflection & Self Assessment</i>	Reflective Journal with targeted questions
3. Generate and pursue opportunities to expand leadership knowledge, skills, and abilities	Goal 10: Citizenship	Foundations and Skills for Lifelong Learning: <i>Initiative</i>	Reflective Journal with targeted questions

The Leadership Certification program is organized through the Center for Leadership & Engagement within the Division of Student Affairs. Students may earn 1 GEP in Citizenship. For the GEP, students would be expected to complete Level 1 (20 hours) & Level 2 (25 hours) of the Leadership Certification program. Students will work to make a difference in the civic life of our community in an effort to promote an improved quality of life and serve as positive agents of change. Participants will focus on learning the foundations of effective group facilitation skills, team dynamics, and the manners by which they interact with others. With the incorporation of the approach to leadership development through the Social Change model, students will engage in lifelong learning and examine their awareness of self, others, and society/group with the aim of improving knowledge, skills, and competence. As described in Section 12, these objectives are measured through various methods including: student participation in workshops, reflection assignments, and evaluation tools that the student must complete. Examples of evaluation tools include the Level 1 Pre-Assessment Survey, Level 1 Post-Assessment Survey, Level 1 Self-Reflection Strengths and Challenges Inventory, Level 2 Self-Reflection Civic Engagement Question Packet, and the Professional Development, Goal Setting, and Leadership Branding Packet.

12. Student Assessment:

Student Learning Objectives will be assessed through a reflection component built into the Leadership Certification program. The reflection component will include a written assignment that outlines student contributions to activities/service projects, submission of a resume portfolio, leadership & service-based questions regarding a student’s awareness of self, others, and the community along with a series of quizzes to demonstrate knowledge of the topics presented through the educational workshops. Completed reflection assignments & submitted artifacts will be reviewed and maintained by the professionals in the Center for Leadership & Engagement.

13. Evaluation of Individual Student Performance:

Students will successfully pass this course based on satisfactory completion of the 45 hours of participation and involvement required for the Leadership Certification program. The 45 hours of involvement include: the written reflection pieces, attendance at all required educational workshops and active participation in all required activity

engagement events and service leadership community engagement experiences. Questions will be targeted to the VALUE rubrics. Students will receive either a Pass or Fail for participation in this course.

14. Course Assessment:

The VALUE rubrics identified in Section 11 will be used to evaluate this program experience and provide direct assessment of student learning. Data will be obtained from evaluations administered at all educational workshops and from student written assignments, surveys, and responses to specific questions in the Center for Leadership & Engagement. A random sampling of student participant work will be reviewed by Center for Leadership & Engagement professional staff to assess the overall impact of the Leadership Certification program. As necessary, adjustments to this Leadership Certification program will be made in an annual review. There will also be an indirect assessment of student learning with feedback forms and workshop facilitator reflection assessment tools. The Center for Leadership & Engagement will report the results to the Division of Student Affairs and coordinate the assessment with the Office of Planning & Assessment as requested by the General Education Council.

15. Supporting Materials and References: These references are accessible to all students in the Center for Leadership & Engagement for free. Some resources are available online for all students to access. * denotes references that are available in Andrus Library at Bloomsburg University.

Baron, T. (2010). *The Art of Servant Leadership: Designing Your Organization for the Sake of Others*. Tucson, AZ.: Wheatmark.

Berger-Kaye, C. (2004). *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis, MN.: Free Spirit Publishing.

*Blanchard, K. (2010). *Leading at a Higher Level: Blanchard on Leadership and Creating High Performance Organizations*. Upper Saddle River, NJ.: FT Press.

*Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good Work: When Excellence and Ethics Meet*. New York, NY.: Basic Books.

*Hackman, M. & Johnson, C. (2013). *Leadership: A Communication Perspective*. Long Grove, IL.: Waveland Press.

Janssen, J. (2003). *The Team Captain's Leadership Manual: The Complete Guide to Developing Team Leaders Whom Coaches Respect and Teammates Trust*. Cary, North Carolina.: Winning the Mental Game.

*Komives, S.R., Lucas, N., & McMahon, T.R. (2013). *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco, CA.: Jossey-Bass.

*Komives, S.R. & Wagner, W. (2009). *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco, CA.: Jossey-Bass.

*Kouzes, J.M., Posner, B.Z., High, B., & Morgan, G.M. (2013). *The Student Leadership Challenge: Facilitation and Activity Guide*. San Francisco, CA.: Jossey-Bass.

McCraty, R., Goelitz, J., & Rees, R.A. (2011). *The College De-Stress Handbook: Keeping Cool Under Pressure from the Inside Out*. Boulder Creek, CA.: Heartmath LLC.

Metcalfe, M. & Barnes, A. (2015). *Innovative Leadership Workbook for College Students*. Tucson, AZ.: Integral Publishers.

*Northouse, P.G. (2015). *Introduction to Leadership: Concepts and Practice*. Thousand Oak, CA.: SAGE Publications.

Rath, T. (2007). *Strengths Finder 2.0: The Next Generation*. New York, NY.: Gallup Press.

*Sanborn, M. (2006). *You Don't Need a Title to Be a Leader*. New York, NY. Doubleday.

*Sibbet, D. (2013). *Visual Leaders: New Tools for Visioning, Management & Organization Change*. Hoboken, NJ.: John Wiley & Sons.

*Sullivan, T.J. (2012). *Motivating the Middle: Fighting Apathy in College Student Organizations*. Tucson, AZ.: Wheatmark.

16. Prototype Text: While there is no standardized text for this course, articles and readings will be assigned for each leadership workshop.

CLE 101: Student Affairs Leadership Certification Program Participation – LEAP VALUE rubric

VALUE Rubric: Civic Engagement

Student Learning Objective	Rubric Element	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Benchmark Not Met 0
Upon completion of this course, students will be able to: Provide evidence of experience in civic engagement activities and describe what they have learned about themselves as it relates to a growing sense of civic identity	Civic Identity and Commitment	Provides evidence of experience in civic engagement activities and describes what s/he has learned about themselves as it relates to a reinforced and clarified sense of civic identity.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity.	Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.

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VALUE Rubric: Integrative Learning

Student Learning Objective	Rubric Element	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Benchmark Not Met 0
Upon completion of this course, students will be able to: Articulate strengths and challenges as leaders to increase effectiveness in different contexts	Reflection & Self Assessment	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.	Assign a zero to any work sample or collection of work that does not meet Benchmark (1) performance.

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CLE 101: Student Affairs Leadership Certification Program Participation – LEAP VALUE rubric (continued)

VALUE Rubric: Foundations and Skills for Lifelong Learning

Student Learning Objective	Rubric Element	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Benchmark Not Met 0
Generate and pursue opportunities to expand leadership knowledge, skills and abilities	Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.	Assign a zero to any work sample that does not meet Benchmark (1) performance.

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