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) DEAC | TIVATE MODIFY | □ N/A □ | OTHER |
|-------------|-------------------------------------------------------|-------------------------|-------------|---------------|
| Box | 2: LEVEL OF ACTION Non-Credit Under | graduate 🛛 Graduate | Other | |
| Box | 3: ITEM OF ACTION | APPROVAL | DOCUMENTS | INFO COPIES |
| (che | eck appropriate boxes) | SEQUENCE(see box 5) | REQUIRED | (see 2 below) |
| | | | (see box 4) | · |
| | 1 Experimental Course ¹ | AB2 E | PQR | 1. d |
| | Change in Master Course Syllabus: | | | |
| | ☐ 2a Title and/or Description ☐ 2b Credits/Points | A B1 B2 E | PQ | 2ab. |
| | 2c Course/CLE Number | A B1 B2 E | PQ | 2c. |
| | 2d Pre & Co-Requisite | A B1 B2 E | PQ | 2d. a, b |
| <u></u> | 2e Content Outline | A B1 B2 DE | PQR | 2e. a, b |
| | 2f Methods | A B1 B2 E | PQR | 2f. a, b |
| <u> </u> | 2g Student Learning Objectives | A B1 B2 DE | PQR | 2g. a, b |
| | ☐ 2h Student Assessment and/or Evaluation | A B1 B2 E | PQR | 2h. a, b |
| ļ | 2i Course/CLE Assessment | A B1 B2 E | PQR | 2i. a, b, e |
| | ☐ 2j Supporting Materials &/or Prototype Text | A | R | 2j. a, b, f |
| | 3 Departmental Recommended Class Size, if appropriate | A B1 B2 DE | PQR | 3. a, b |
| | 4 Deactivate a Course/CLE | A B1 B2 E | PQ | 4. a, b |
| | 5 Pass/Fail Grading | A B1 B2 DE | PQR | 5. a, b |
| | 6 Major/Minor/Concentration Requirements/Electives | A B1 B2 DE | PQV | 6. a, b |
| | 7 New Course/CLE | A B1 B2 DE | PQR | 7. a, b |
| | 8 Dual Listing (select 8a or 8b) | A B1 B2 DE | PQR | 8. b |
| | 8a Offered in two departments with same number | A B1 B2 DE | PQR | 8a. b |
| | ☐ 8b Offered in one department as undergrad & grad | A B1 B2 C1 C2 DE | PQR | 8b. b |
| \boxtimes | 9 General Education Change | A B1 B2 C3 DE | PQR | 9. a, b |
| | 10 Minor | A B1 B2 DE | PQV | 10 a, b |
| | 11 Non-Degree Certificate Program | A B1 B2 DE FGH | PQTU | 11. a, b |
| | 12 Program Deletion | A B2 D-Information EFGH | PQTU | 12. a, b, c |
| | 13 Program Moratorium | A B2 D-Information EFH | PQ | 13. a, b, c |
| | 14 Certificate Program(Major or Minor Exists) | A B1 B2 DEFG | PQ | 14. a, b, c |
| | 15 Degree Designation | A B1 B2 DEFGH | PQTU | 15. b, c |
| | 16 Degree Program | | | 16. a, b, c |
| | ☐ 16a Letter of Intent | A B1 B2 DEFGH | X | * |
| | ☐ 16b Request for Accelerated Program Review | A B1 B2 DEFGH | PQTUVW | |
| | ☐ 16c Detailed Program Proposal ³ | A B1 B2 DEFGH | PQTUVW | |
| | 17 Program Policy Change | A B1 B2 DE | PQ | 17. a, b, c |
| | 18 Concept Approval | A B1 B2 DE | PQ | 18. a, b, c |
| | 19 Distance Education (80% of content via Dist Ed) | A B1 B2 DE | PQR | 19. a, b, c |
| | 20 Other | VARIES | VARIES | 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.

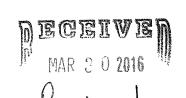
Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC
 e) Office of Planning & Assessment f) Provost's Office

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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DOCUMENT Q - SUMMARY PROPOSAL

| C-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 Tile: Student Affairs Leadership Certification Program Course Abbreviation: Leadership Cert. (Maximum of 20 letters including blank spaces) Old Title: Course #: CLE 101 Credits: Old Title: Course #: Credits: 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 Strategie Plan by enhancing exademic excellence and fossering and developing a strong sense of community. Specific targeted strategic action plans and General Education goals include: 1) Creat a learning environment for personal and professional success beyond the classroom, 2) Encourage leadership development with a focus on student organizational leadership, social justice leadership, wellness education leadership, and group leadership, 3) Increase student engagement with Social postice leadership, wellness education leadership, and group leadership, 3) Increase student engagement with Social development opportunities. The property of the GEP students would be expected to complete Levels 1 & 2 of the Leadership Certification program. Students will swork 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. Participation skills, team dynamics, and the maners by whileth they interact with others. With the incorporation of the approach to leadership development dynamics, and the maners by while they interact with others. With the incorporation of the approach to leadership development through the Social Change model, students will Gengage in lifetong learning and examine their awareness of self | Contact Person: George Kinzel Department: Center for Leadership & Engage Contact Person: George Kinzel Phone: 570-389 | | er: Fall 2016 |
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| Box 5: APPROVAL SEQUENCE | APPROVAL SIGNATURES | DATE |
|------------------------------------------|----------------------|---------|
| A Dept/Program: | Chair: Elu A Valorge | 3/22/16 |
| B1 College Curriculum Committee | Chair: Minf & Mell | 3/23/16 |
| B2 College Dean ASS: STOWN VICE PRESIO | Dean: The Treat | 3/3/16 |
| 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 | | |

| | pact including Center for Academic Computing and Library resources, (Complete a or b) Impact was reviewed but none detected: Department Chair Signature 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 |

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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:

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 cocurricular 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:

| | ompletion of this Leadership cation program, the student will be able | 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: Civic Identity and Commitment | Reflective Journal with targeted questions |
| 2. | Articulate strengths and challenges as leaders to increase effectiveness in different contexts | Goal 10: Citizenship | Integrative Learning: Reflection & Self Assessment | 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: Initiative | 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. <u>Supporting Materials and References:</u> 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 Andruss 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.

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

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VALUE Rubric: Integrative Learning

| Student Learning | Rubric | Capstone | Milestones | Milestones | Benchmark | Benchmark |
|-----------------------|--------------|--------------------------|------------------------|------------------------|---------------------|--------------------|
| Objective | Blement | 4 | 3 | 2 | | Not Met |
| Upon completion of | | | | | | 0 |
| this course, students | | | | | | |
| will be able to: | | | | | | |
| Articulate strengths | Reflection & | Envisions a future self | Evaluates changes in | Articulates strengths | Describes own | Assign a zero to |
| and challenges as | Self | (and possibly makes | own learning over | and challenges (within | performances with | any work sample or |
| leaders to increase | Assessment | plans that build on past | time, recognizing | specific performances | general descriptors | collection of work |
| effectiveness in | | experiences that have | complex contextual | or events) to increase | of success and | that does not meet |
| different contexts | | occurred across | factors (e.g., works | effectiveness in | failure. | Benchmark (1) |
| | | multiple and diverse | with ambiguity and | different contexts | | performance. |
| | | contexts). | risk, deals with | (through increased | | |
| | | | frustration, considers | self-awareness). | | |
| 30-0-8-1 C | | | ethical frameworks). | | | |
| | | | | | | |

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

VALUE Rubric: Foundations and Skills for Lifelong Learning

| Objective Objective Upon completion of this course, students will be able to: | Kubric Element | - 4 4 | 3 | 2 | | Not Met 0 |
|-------------------------------------------------------------------------------|-------------------|--------------------------|------------------------|------------------------|-------------------------------------|--------------------|
| rsue | Initiative | Completes required | Completes required | Completes required | Completes required Assign a zero to | Assign a zero to |
| opportunities to | andre selfe. | work, generates and | work, identifies and | work and identifies | work. | any work sample |
| expand leadership | | pursues opportunities to | pursues opportunities | opportunities to | | that does not meet |
| knowledge, skills | | expand knowledge, | to expand knowledge, | expand knowledge, | | Benchmark (1) |
| and abilities | | skills, and abilities. | skills, and abilities. | skills, and abilities. | | performance. |