



STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED:  YES  NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/11/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan. 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827.737

DATE/SIGNATURE OF REGISTRAR B. F. Kelley 10 Jan 96

NOTIFICATION FORWARD:

\_\_\_ SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_ DEPARTMENT CHAIRPERSON(S)

\_\_\_ ACADEMIC DEAN(S)

\_\_\_ REGISTRAR

\_\_\_ SPONSOR(S)

## Course Proposal

### 1. Details

- a. Course Title: **The College Student: Issues and Support Programs**
- b. Sponsor(s): Richard R. Smith and Laurence R. Marcus, Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Forces of Change in American Society
- g. Suggested time and scale of implementation: Spring 1, Summer 2.
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five-year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the College. Drs. Smith and Marcus are qualified to teach this course.
- i. Short-term Evaluation: N/A - new course

### 2.

#### Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long-Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

A college or university serves a collection of students, each with individual expectations, abilities, and values. Some students are fresh from high school in search of self-direction, identity, and social exploration; others, more mature, may be singularly focused on academics. Some come seeking knowledge for knowledge's sake; others are looking explicitly for skills to help them vocationally. Some come well prepared; others need

**Course Description:**

This course focuses on issues of student development and academic support in different types of institutions of higher education. Emphasizing the role of the leader, the course studies the rationale, goals, objectives, policies and organization of selected programs of student services, as well as models for program development and assessment.

**Prerequisite:** The Forces of Change in American Society