

THE CITADEL

REQUESTING TO MODIFY AN EXISTING PROGRAM

Master of Education in Counselor Education

Adding a Specialization in Student Affairs and College Counseling

Institutional Contact

Dr. Isaac S. Metts, Jr.

Associate Provost for Academic Affairs

Telephone: (843) 953-5155

Email: metts@citadel.edu

Submitted to the South Carolina Commission on Higher Education

November 15, 2008

John W. Rosa
Lieutenant General, USAF (Retired)
President

Program Titles:

Master of Education in Counselor Education with a Specialization in Student Affairs and College Counseling

Academic Units:

School of Education

Designation:

Program Modification; Master's Level; M.Ed. in Counselor Education with Specialization in Student Affairs and College Counseling

Proposed Date of Implementation:

Fall 2009

CIP Code:

131101

Modification:

Master of Education in Counselor Education to add a Specialization in Student Affairs and College Counseling

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards: Yes _____ No: _____

Delivery mode:

Traditional; On-Campus

Purpose and Objectives:

The Citadel is pleased to submit a request for a Program Modification in the M.Ed. in Counselor Education to add a Specialization in Student Affairs and College Counseling. Specific objectives for this proposed Program Modification include: (a) providing graduate students the knowledge and skills needed for career advancement, (b) teaching students who aspire to work in higher education how to use resources effectively to achieve institutional missions and goals and to establish high expectations for the learning process, and (c) equipping higher education program enrollees with the skills needed to engage undergraduate and graduate students they serve in active learning while building supportive and inclusive communities within higher education institutions and helping their students develop coherent values and ethical standards.

Need and Justification:

A need exists for a “Student Affairs and College Counseling” training program in the Lowcountry. Although the tri-county area has several institutions of higher education, the Lowcountry does not have any graduate training programs to prepare persons interested in Student Affairs and other related student services in higher education. Many individuals in the Lowcountry who are currently employed in Student Affairs hold a Bachelor’s degree. The proposed Program Modification will fill a continuing viable need for professional development among higher education Student Affairs professionals in the Lowcountry. The Division of Counselor Education in The Citadel’s School of Education is the ideal place for offering a Master of Education degree with a *Specialization* in “Student Affairs and College Counseling.” The proposed Program Modification is consistent with “The Citadel’s mission . . . to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel [i.e., Academics, Duty, Honor, Morality, Discipline, and Diversity] in a challenging intellectual environment.”

Clemson University currently offers a doctoral program in Educational Leadership with a concentration in Higher Education at the Lowcountry Graduate Center (LGC). Students who complete the M.Ed. in Counselor Education with a Specialization in Student Affairs and College Counseling will be well positioned to seek admission to this doctoral program.

Anticipated Employment:

The Higher Education website (www.HigherEdJobs.com) currently lists 12,700 positions available nationwide in Student Affairs. Currently, in South Carolina there are 80 positions listed for November 2008.

Chief Officers for Student Affairs in the Lowcountry were contacted to determine interest and need and justification for an M.Ed. in Counselor Education with a *Specialization* in “Student Affairs and College Counseling” for the proposed program at The Citadel Graduate College (CGC). In response, they emailed their staff and undergraduate student leaders to explain the program. This request was emailed in August 2008, with a follow-up in October 2008. Through this effort 46 individuals indicated an interest in pursuing this degree.

Tri-county area higher education administrators in Student Affairs are very supportive of the proposed *Specialization* in “Student Affairs and College Counseling” to be offered by

The Citadel Graduate College (CGC). A few of the comments expressed by some of these area administrators include the following:

Colonel Gregory Stone, *Commandant of Cadets at The Citadel*, states, “The initiation of a “Student Affairs and College Counseling” program provides a truly exciting opportunity for The Citadel and students pursuing this program. I am confident that professionals who participate and graduate will have a positive impact on both the people and organizations they will serve.”

Victor K. Wilson, *Executive Vice President for Student Affairs at the College of Charleston*, states, “The benefits for such a program in the Lowcountry are immeasurable. The approval of the M.Ed. [*Specialization*] in Student Affairs provides invaluable opportunity to train future Student Affairs personnel right in our backyard. Higher education in the Lowcountry will never be the same as it will undoubtedly broaden the educational and professional options available to current and future practitioners in the field.”

Dr. Rick Brewer, *Vice President of Student Affairs at Charleston Southern University*, states, “The current, and expected, growth in the college enrollment market in the Charleston area will benefit greatly from the addition of the M.Ed. program in Student Personnel. Institutions, as well as matriculating students, will be better equipped to meet, and exceed, academic goals as a direct result of a workforce trained to assist students with navigating the challenges of higher education. Indeed, college personnel will be able to enhance and strengthen student life in terms of the academic, emotional, and professional development of the traditional-aged and adult population market.”

John Jamrogowicz, *Dean of Enrollment in the Division of Student Service at Trident Technical College*, states, “Since I began working at Trident Technical College in 1990, the number of students enrolled in postsecondary education in the Charleston area specifically and in the coastal SC area more generally has grown exponentially. In fact, TTC has essentially doubled its 1990 enrollment and is approaching 12,800 students this Fall. More than any other degree program that I know of, a graduate program in Student Affairs prepares students for entry into and then supports their growth in any of the professional sub-specialties associated with student services and/or as a general practitioner in the field. . . . I have no doubt that a master’s degree [*Specialization*] in Student Affairs would find a sustaining home at The Citadel and would offer a challenging, and rewarding option for study based in Charleston.”

Willette S. Burnham, *Executive Director of Student Programs and Director of the Office of Student Diversity at the Medical University of South Carolina*, states, “South Carolina professionals, particularly those in the Lowcountry, will benefit immensely from having a graduate program that is easily accessible and affordable. Though there are many wonderful opportunities nearby, there is none exactly like the program being proposed for this community of up and coming terminal degree recipients and future Student Affairs professionals.”

Centrality of the program to the mission of the institution:

The proposed Program Modification of a Specialization in Student Affairs and College Counseling as part of the Master of Education degree in Counselor Education is

consistent with the mission of The Citadel.

“The Citadel’s mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to concrete situations, and possess the methodological skills needed to gather and analyze information.

Throughout its history, The Citadel’s primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through The Citadel Graduate College, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for higher education and professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of adult students seeking traditional and demanding academic challenges.”

Relationship of the proposed program to other related programs within the institution:

No other graduate program exists within The Citadel Graduate College to train individual who wish to work in a higher education setting in the area of student services. Other existing Citadel related programs include The School of Education, Division of Counselor Education, CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited 48 semester credit hour graduate School Counseling Program. The proposed Specialization in Student Affairs and College Counseling curriculum will include several of the same Citadel School of Education required core courses and required Counselor Education core courses in the School Counseling Program curriculum. The proposed Specialization program will be directed toward individuals who intend to work in the area of student services in higher education. This *Specialization* will require a minimum of 48 semester credit hours and will follow the accreditation standards of the CACREP (2009 Standards). The proposed *Specialization* requirements include 6 credit hours in the School of Education core courses, 33 credit hours in the Counselor Education core courses, and 9 credit hours in the Student Affairs core. Twelve of the Counselor Education hours will be spent in Basic Counseling Skills (3 credit hours), supervised field experience courses including Practicum (3 credit hours), and Internship (6 credit hours) completed during one or two semesters.

Duplication of Existing Programs:

The University of South Carolina and Clemson University are the only two South Carolina higher education institutions offering graduate degree programs in Student Affairs. These two programs do not accept all applicants desiring to pursue a degree in Student Affairs at their institutions. Currently, there are no programs existing in the

Lowcountry to serve area students seeking a degree with a *Specialization* in Student Affairs and College Counseling.

Enrollment:

Admission Requirements

Applicants from diverse academic, social, and cultural backgrounds committed to advancing the profession of student affairs are encouraged to apply. Applicants who do not meet a specific requirement (e.g., GPA), but show strength in other requirements will be considered on an individual basis. Admission is not based on any single factor, but on a composite assessment of the following:

1. An official transcript of the baccalaureate degree and all other undergraduate or graduate work from accredited colleges and universities.
2. A minimum GPA of 3.0 for the last 60 sequential units completed.
3. Official scores of the Graduate Record Examination or the Miller Analogies Test taken within the last five years.*
4. Three letters of reference, at least two of which should be from instructors or supervisors who will assess a prospective student's academic ability and/or potential for effectiveness in the field.
5. A detailed personal statement (1,500 - 3,000 words) which informs the faculty about the applicant's personal and educational background, strengths and weaknesses, understanding of and motivation and suitability for entering into the school counseling profession, and long-term professional goals. This statement is very important because it enables the faculty to make informed decisions regarding admission.
6. Complete and return a graduate application form, along with appropriate non-refundable application fee, to The Citadel Graduate College (CGC), Bond Hall Room 101.
7. A personal group admissions interview with an Academic Review Board to assess personal and professional readiness and satisfactory completion of requirements.
8. Completed Program of Study for Student Affairs and College Counseling.
9. Completed Admissions Questionnaire (<http://citadel.edu/CGC/forms>)

* The minimum acceptable score for all degree programs is a score of 396 on the MAT or 900 on the GRE. Students who score between 380 and 395 on the MAT or 750-899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as degree seeking. Regular admission is granted upon completion of CGC requirements and respective program requirements.

Applicants should provide all of the above materials to The Citadel Graduate College, 171 Moultrie Street, Charleston, SC 29409-6250. The application deadlines are March 1st for summer admission, October 1st for spring admission, and June 1st for fall admission. The formal application in Student Affairs at The Citadel is procured from the office of the Graduate College, located in Bond Hall 101 or online at www.citadel.edu/admission/g/apply. The telephone number is (843) 953-5089.

All successful applicants are initially admitted in a "conditionally classified" status. Admitted students will receive a letter from the Graduate College. It is the student's responsibility to meet with a faculty advisor early in the first term to begin preparing an

official study plan. Prior to meeting with an advisor, each student should become familiar with the current applicable semester's class schedule, the Graduate College Catalog, and the Student Affairs Student Handbook. Students are also required to attend Student Affairs Town Hall Gatherings each semester. An official study plan is submitted after the student has successfully completed the three courses, EDUC 522: Critical Educational Issues in a Multicultural Society, EDUC 537: Student Development Services in Higher Education, and EDUC 551: Counseling Theories and Practice and the student has made adequate personal, academic and professional progress during the three designated courses for the Academic Review Board to grant "Unconditional" or "fully classified" status.

NOTE: Coursework taken prior to official program admission or coursework taken in other programs does not count toward the school counseling program/degree without written approval from the faculty advisor and the Dean of the School of Education. Students who hold full-time employment shall not register for more than 6 semester hours in any given term.

Graduation Requirements

Students pursuing M.Ed. degrees in Counselor Education with a *Specialization* in "Student Affairs and College Counseling" must complete all course requirements within a 6-year period from the date of initial enrollment. It is a student's responsibility to initiate meeting with a faculty advisor to modify a study plan schedule and to have any changes documented in writing with the faculty advisor's signature.

Students are required to pass a Comprehensive Oral Examination prior to completion of the course, EDUC 655: Internship I in Student Affairs and College Counseling. Students should consult with the faculty advisor to schedule a Comprehensive Oral Examination. This exam, one hour in length, is designed to assess general knowledge in the various areas of the Student Affairs and College Counseling curriculum. Should the Oral Examination demonstrate substantial gaps in the student's knowledge base, the advisor will provide guidance for remediation, and a second examination will be scheduled.

Additionally, the Exam will provide an opportunity for the student to give feedback to the program faculty concerning the quality of other instructional program experiences with the goal of improving the Student Affairs and College Counseling program. The Exam is conducted by two faculty members.

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2009	10	60	12	72	12	72
2010	17	102	19	114	19	114
2011	24	144	26	156	26	156
2012	21	126	23	138	23	138

2013	28	168	30	180	30	180
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ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2009	10	60	2	12	0	0
2010	5	30	2	12	0	0
2011	5	30	2	12	0	0
2012	5	30	2	12	0	0
2013	5	30	2	12	0	0

Curriculum:

Following is the 48 credit hour course of study for Elementary and Secondary School Counseling and Student Affairs and College Counseling:

School of Education Core - 6 Credit Hours

EDUC 500: Foundations of American Education (*Student Affairs and College Counseling Specialization Only*) (3 credit hours)

EDUC 522: Critical Educational Issues in a Multicultural Society (*Student Affairs and College Counseling Specialization Only*) (3 credit hours)

Student Affairs and College Counseling Core - 9 Credit Hours

EDUC 537: Student Development Services in Higher Education (3 credit hours)

EDUC 538: Theories of Student Development in Higher Education (3 credit hours)

EDUC 539: Higher Education Administration (3 credit hours)

Counselor Education Core - 33 Credit Hours

A. Foundations - 15 Credit Hours

EDUC 550: Career Counseling and Development (3 credit hours)

EDUC 551: Counseling Theories and Practice (3 credit hours)

EDUC 552: Group Counseling (3 credit hours)

EDUC 561: Counseling Diverse Populations (3 credit hours)

EDUC 562: Legal and Ethical Leadership Issues in Education (3 credit hours)

B. Research/Appraisal - 6 Credit Hours

EDUC 512: Data Collection and Analysis (3 credit hours)

EDUC 549: Applied Measurement Techniques (3 credit hours)

C. Helping Relationships - 12 Credit Hours

EDUC 624: Basic Counseling Skills (3 credit hours)

EDUC 634: Practicum in Student Affairs and College Counseling (3 credit hours)

**EDUC 655: Internship I in Student Affairs and College Counseling (3 credit hours)

**EDUC 656: Internship II in Student Affairs and College Counseling (3 credit hours)

** The internship in Student Affairs and College Counseling consists of 16 weeks of full-time placement and a total of 600 clock hours. Internships may be arranged with the faculty advisor to be completed during two sequential academic semesters.

Four Additional Special Topics Courses for Seeking Licensed Professional Counselor (LPC) – 12 Credit Hours

- EDUC ___: Elective approved by faculty advisor (3 credit hours)
- EDUC 567: Assessment of Abnormal Behavior (3 credit hours)
- EDUC 568: DSM-IV-TR (3 credit hours)
- PSYC 500: Human Growth and Development (3 credit hours)

NEW COURSES

EDUC 537: Student Development Services in Higher Education: Overview of the historical development of the counseling and student affairs profession, as well as legal & ethical codes, and skills needed to succeed in the profession (for Student Affairs major, this course replaces EDUC 515, Introduction to the Counseling Profession). Three Credit Hours.

EDUC 538: Theories of Student Development in Higher Education: Overview of theories of student development in higher education as it applies to the cognitive and psychosocial development of students and the influence of the college environment on growth. Three Credit Hours.

EDUC 539: Higher Education Administration: This course provides an overview of the process of organizing the personnel and financial resources needed to effectively meet student development and institutional goals and objectives. This course will introduce students to basic human and fiscal management concepts and skills. Three Credit Hours.

EDUC 562: Legal and Ethical Leadership Issues in Education: This course examines goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, role identity of counselors and other personnel services specialists, and fee structures and the impact of fees on the counseling relationship. Three Credit Hours.

EDUC 634: Practicum in Student Affairs and College Counseling: Supervised experience in which student serves as a student affairs professional in a higher education setting for a minimum of 100 clock hours. Three Credit Hours.

EDUC 655: Internship I in Student Affairs and College Counseling: This is the first of two internship courses and gives students the opportunity to implement what they have learned to higher education settings. Internship is taken after successful completion of Student Development Services in Higher Education and Student Development Theory. The primary goal of the Internship experience is to provide students with a supervised opportunity to perform the activities typically identified with the profession of student affairs. The Internship is a learning experience, and the intern is viewed as a student affairs practitioner-in-training. Hence, training and learning is centered around the needs of the student affairs practitioner -in-training. Although not an employee of the higher education institution, the intern is expected to demonstrate behavior consistent with practicing student affairs practitioners. Successful completion of Internship I completes the student's initial exposure to the field based environment of student affairs professionals. This course may be taken concurrently with EDUC 656 for students choosing to complete both internships in one semester (i.e., a total of 600 supervised field experience hours). Three Credit Hours.

EDUC 656: Internship II in Student Affairs and College Counseling: This is the second internship course, having EDUC 655 as a prerequisite for enrolling in this course. However, students may choose to enroll in both this course and EDUC 655 in the same semester for students choosing to complete both internships in one semester (i.e., a total of 600 supervised field experience hours). The Internship course gives students the opportunity to implement what they have learned to higher education settings. Internship is taken after successful completion of Student Development Services in Higher Education and Student Development Theory. The primary goal of the Internship experience is to provide students with a supervised opportunity to perform the activities typically identified with the profession of student affairs. The Internship is a learning experience, and the intern is viewed as a student affairs practitioner-in-training. Hence, training and learning is centered around the needs of the student affairs practitioner -in-training. Although not an employee of the higher education institution, the intern is expected to demonstrate behavior consistent with practicing student affairs practitioners. Three Credit Hours.

Faculty:

Under the proposed program modification, there will be no change in qualifications or assignments for faculty, administration, or staff.

All requirements for the program modification will be met by existing faculty in the School of Education and qualified adjunct faculty in the Lowcountry. The Citadel has defined 1 FTE faculty in two ways. If the faculty member is teaching all undergraduate courses, 1 FTE is defined as a 12-credit hour teaching load. If the faculty member is teaching at least one graduate course, 1 FTE is defined as a 9-credit hour teaching load.

The Citadel addresses faculty development and faculty research through faculty driven processes. Each year the Faculty Development Committee and the Faculty Research Committee review proposals from faculty members and recommend to the Provost those proposals they feel should be funded through the Annual Award from The Citadel Foundation. Each year The Citadel provides \$300,000 to \$350,000 to members of the faculty in support of development and research.

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor#1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field Yes/No
Professor #1	Ph.D.	Management Science and Information Systems	Yes
Professor #2	Ed.D.	Counselor Education	Yes
Assistant Professor #1	Ph.D.	Counselor Education	Yes
Assistant Professor #2	Ph.D.	Counselor Education	Yes
Professor #3	Ph.D.	Programs for Educational Policy Specialists	Yes
Associate Professor #1	Ph.D.	Educational Measurement and Statistics	Yes
Assistant Professor #3	Ed.D.	Educational Leadership and Administration	Yes

In addition, The Citadel is fortunate to have a number of very well qualified professionals in the Lowcountry who will support this program as adjunct faculty.

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2009	0	0	2	.20	2	.20
2010	0	0	2	.20	2	.20
2011	0	0	2	.20	2	.20
2012	0	0	2	.20	2	.20
2013	0	0	2	.20	2	.20
Faculty						
2009	0	0	7	1.6	7	1.6
2010	0	0	7	1.6	7	1.6
2011	1	1.0	7	1.6	8	2.6
2012	0	0	7	1.6	8	2.6
2013	0	0	7	1.6	8	2.6
Staff						
2009	0	0	1	.125	1	.125
2010	0	0	1	.125	1	.125
2011	0	0	1	.125	1	.125
2012	0	0	1	.125	1	.125
2013	0	0	1	.125	1	.125

Physical Plant:

No new facilities will be needed to support these program modifications. All faculty, courses, laboratories, and related equipment are already in place supporting other programs.

Equipment:

No new equipment will be needed to support these program modifications. All faculty, courses, laboratories, and related equipment are already in place supporting other programs.

Library Resources:

No new library holdings or other support will be needed for this program modification. All necessary support is already in place for other programs.

Accreditation, Approval, Licensure, or Certification:

The School of Education has implemented “Live Text” for assessment of unit and program assessments in its successful NCATE accreditation visit. This assessment approach was also central to the successful CACREP accreditation of The Citadel’s Counselor Education Program. This assessment approach will be central to the pursue of CACREP accreditation for the new Concentration in Student Affairs and College Counseling

No licensure or certification exists at this time as established by professional organizations or state credentialing boards but the new proposed program will seek CACREP (2009 Standards) Accreditation status which set accreditation standards for the program’s curriculum. Individual seeking Licensed Professional Counselor (LPC) status to pursue a position as a college counselor will complete 12 additional course work hours of required courses set by the licensure board, pass the National Counselor Exam (NCE), and receive 1500 supervision hours post Master’s degree in a counseling setting.

The Council for the Advancement of Standards in Higher Education (CAS) also provides standards in terms of the required curriculum for training Master’s degree level Student Affairs professionals. CAS breaks down the curriculum into 3 key areas including (a) foundational studies (historical, philosophical, and cultural), (b) professional studies including (student development, student characteristics, group and organizational interventions, and assessment, evaluation, and research) and (c) supervised practice.

The Citadel's new program proposed meets the Curriculum requirements of CACREP and CAS.

Collaboration:

The contacted both the College of Charleston and Charleston Southern University, but neither institution expressed interest in participating in this program.

Estimated New Cost:

No new cost will be incurred in the first two years of the program. If the program is successful in recruiting new students to support the cost of the program a new faculty line will be requested in keeping with the CACREP requirements and the upcoming 2011 CACREP accreditation review.

ESTIMATED NEW COSTS BY YEAR

CATEGORY	1 st	2 nd	3 rd	4 th	5 th	TOTALS
Program Administration	0	0	0	0	0	0
Faculty Salaries	0	0	\$	0	0	
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	0	0	0	0	0	0
Supplies & Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
TOTALS	0	0	0	0	0	0

SOURCES OF FINANCING BY YEAR

Estimated FTE Revenue Generated from the State (See note on p. 25)						
Tuition Funding (New Students Only)						
Other State Funding (Legislative Approp.)	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	\$60,000	0	0	\$60,000
Federal Funding	0	0	0	0	0	0
Other Funding (Endowment, Auxiliary)	0	0	0	0	0	0
TOTALS						

Institutional Approvals:

Approval process for: Master of Education in Counselor Education to add a Specialization in Student Affairs and College Counseling.

14 October 2008 -- Approved by The Citadel's Professional Education Board

16 October 2008-- Approved by the Graduate Council

21 October 2008--Approved by The Citadel's Academic Board

1 November 2008--Approved by the President

Note: This program modification did not require the approval of The Citadel Board of Visitors. The Board will, however, be informed of this proposed modification at the February 2009 meeting.