

# **Strategic Planning Proposals**

**January 5, 2009**

## **Abstracts**

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### ***A Next Generation Health Connection***

A proposed expansion of our health and wellness offerings would include an enhanced First-Year Experience as well as alumnae and community programming. By providing additional resources to supplement existing programming and facilities, Cedar Crest College can better ensure successful student outcomes, increase cross-disciplinary opportunities, and maintain a leadership position in the area of health and wellness. Ultimately, the establishment of a Wellness Center would provide an anchor for this initiative and significantly improve the campus infrastructure.

### **Accounting Certification**

The program is designed to meet the 150 post secondary education requirements for students planning to become licensed as a CPA under the updated requirements in Pennsylvania and NASBA (National Association of State Boards of Accountancy) the organizations administering licensing. The addition of this proposed program would enable students completing their Bachelor of Science degrees in Accounting at Cedar Crest College to obtain the additional credits necessary to qualify pursuing the CPA certification. Additional prospective students include holders of Bachelor degrees from other institutions who wish to pursue CPA certification. Longer term consideration is to evolve the program to a Masters Degree program in Accounting with a Finance Concentration that fulfills the 150 college credit requirements and leads to an advanced degree in discipline.

### **Adult Learning Center**

Establishing a standalone evening college would enhance recruitment and retention of adult students, decrease costs associated with offering evening courses by utilizing adjunct instruction, produce a demand-driven schedule, and provide academic support and financial services to adult students. The Center would be recognized as a distinctive subset of the College with its own name, logo and tag, thus indicating to prospective students that the unit is the home to adult learning at Cedar Crest College, streamlining programs efficiently and offering a competitive one-rate tuition for all adult students.

### **Art Gallery/Exhibition Administration Concentration**

This concentration within the Art Department would train future leaders in arts and cultural management, policy and research. This program would prepare students to be the managers and administrative leaders of arts organizations, those that provide a bridge between art, artists, and audiences. Students combine tools of business—management, marketing, financial accounting, operations, negotiation—with the tools of community-building—fundraising, development, education, outreach, volunteerism, partnership—to make thriving and vital spaces for arts and culture.

### **Art Therapy Masters Degree**

The Lehigh Valley is situated between two well known undergraduate and graduate programs in art therapy – one at Marywood University in Scranton PA and one at Drexel University in Philadelphia. CCC is the only college in the LVAIC system to offer an Art Therapy focus. As the number of art majors grows the number of students with an Art Therapy focus has also grown. Our adjunct faculty includes a registered art therapist whose classes have created great enthusiasm for the focus area and align our program with the American Art Therapy Associations standards for an undergraduate art therapy programming. Art Therapy has become a distinctive area for us and we should pursue the opportunity to offer a Masters degree in Art Therapy.

### **Artist Residency Workshop**

The Artist Residency Workshop (ARW) furthers our departmental mission by creating contact between our students and working artists in addition to aiding and facilitating emerging and mid-career artists in their artistic pursuits. The program would provide opportunities for artists to research and develop their own practice and to explore ideas and processes within the academic context while providing art internships for advanced students.

## **Bioethics Masters Degree**

The interdisciplinary Master of Arts (MA) in Bioethics is designed for clinicians (nurses, social workers, psychologists, ancillary health professionals), lawyers, healthcare administrators, clergy, genetic counselors, and other professional interested in both the philosophical foundation of bioethics and clinical ethical reasoning in practice. This Masters will utilize an interdisciplinary approach of clinical experience and education in ethics theory. Graduates will have both skills and knowledge of bioethical issues, healthcare policy, ethical decision-making methodologies and competencies in case analysis. This degree is intended to be a supplement to an existing professional degree in order to combine bioethics with another discipline or with professional practice.

## **Biological Sciences Undergraduate Research Program Expansion**

The current undergraduate research program is a core component of the department's programs, enabling students to pursue up to four years of undergraduate research with faculty-directed research projects. This initiative will strengthen and make the program even more distinctive, making it attractive to donors and prospective students, enhancing the reputation of the department and College, and, most importantly, improving the education of our students through expanded freshmen research, a thesis option, a travel grant fund and a summer research program.

## **Case Management Certificate (post-baccalaureate)**

Case Management is a growing segment in the healthcare industry. Case managers are in demand in healthcare delivery, HMOs, PPOs, insurance companies, hospitals, home health, behavioral health and in geriatrics. This certificate program is targeted toward RNs and social workers as well as ancillary licensed health care workers such as physical therapists, nurse educators, psychologists, occupational therapists, respiratory therapists and service providers in the healthcare insurance industry. According to the U.S. Department of Labor, employment of healthcare case managers is expected to grow faster than the average for all occupations through 2010.

## **Cedar Crest College Oral History Project**

This project would establish a Digital Institutional Repository—a campus-wide oral history collaboration involving the Communication Department, Alumnae Affairs, the Library, and Information Technology, as well as the participation of every academic department. This project would emulate the StoryCorps program, which seeks to record the oral stories of ordinary Americans. These stories are then catalogued in the Library of Congress. Cedar Crest could do something similar with a focus, at least initially, on its own history, potentially expanding to Pennsylvania women and even to women leaders across the nation. The latter would depend on a review of what other organizations may already be doing.

## **Chemistry Teaching Partners Program**

A senior chemistry/biochemistry major would be paired with an elementary or middle school teacher for a unique capstone experience. Under the advisement of a chemistry faculty member, the student could work one-on-one with the teacher to aid in the development of hands-on activities and demonstrations related to the natural sciences. This program can be of great benefit to the teachers who want to do stimulating science activities in the classroom but lack the time or familiarity with the material to do so on their own. The Cedar Crest student-partners would benefit from the program in a number of ways.

## **Child Welfare Certificate (undergraduate)**

The Certificate in Child Welfare is designed to educate the BSW level social worker for specialized training for work in the child welfare system. There has been an increasing demand for qualified social workers to enter the child welfare system at the BSW level. With the new Pennsylvania title protection, child welfare agencies are looking for social work graduates from accredited BSW programs to work in all areas of child welfare.

## **College Teaching Certificate**

This proposal calls for the implementation of a certificate program whereby graduate students at local universities (Lehigh, Temple, LaSalle, etc.) can come to Cedar Crest and get valuable experience teaching select undergraduate classes. These students would be mentored by our full-time faculty every step of the way, including creation of a syllabus and course planning, classroom evaluation and feedback, and student assessment planning. Upon completing a semester course, these students would receive a Certificate in College Teaching from Cedar Crest College. The certificate program would benefit regional graduate programs in that their students could supplement their graduate education and scholarly activities with practical teaching experience, often sought by search committees for academic positions, but not necessarily available at the home institutions. It would also provide instruction and credentialing for our own adjuncts while creating another opportunity to attract prospective students.

## **Computer Forensics Masters Degree**

The computer forensics program prepares the student to conduct or participate in various aspects of investigations involving digital evidence. Increasingly, computers and electronic devices are used, either directly or indirectly, in activities involving fraud, harassment, copyright infringement, corporate sabotage, denial of service, identity theft, and other crimes. In such cases, the computer investigation specialist is required to gather, analyze, prepare, and present evidence from computers and electronic devices. Further, computer and network security are essential to thwart potential damage and compromise of electronic information. Areas of study for this program include computer hardware and system software, software applications, computer forensic tools and procedures, internetworking and intranets, network security, computer and digital security, presentation of evidence, and elements of forensic science, criminal justice, accounting, and psychology.

## **Continuing Education Center**

This Center would address the ongoing educational needs of licensed professionals, providing a series of continuing education programs and workshops to satisfy continuing education requirements for professional licensure. The Center would attract licensed professionals in many disciplines such as licensed social workers, marriage and family therapists, licensed professional counselors, licensed psychologists, nurses, licensed dietitians and nutritionists, educators requiring Act 48 credits, certified addictions counselors, case managers, nursing home administrators, funeral directors and coroners. Additional non-credit bearing offerings such as CPR training etc. could also be provided through this Center.

## **Cooperative Education Program: Four Year Accounting & Marketing Experience**

This is a program designed to give traditional students practical professional experience that is relevant to their field of study and systematically aligned with their course work. Interested students will have to apply interview with CCC admissions, business faculty, and site supervisors. Once accepted, a student would be assigned a faculty and site advisor to coordinate her cooperative education experience. She will then have four work experiences with a single sponsoring company beginning in her sophomore year, two part time and two full time. This program has fundraising opportunities as well. Companies can provide scholarship funding for the students that are assigned to their organization.

## **Counseling Masters Degree**

The MA in Counseling is designed to meet the need for qualified professional counselors who not only provide individual and group counseling, but have the knowledge and skills required for linking clients to resources in the community. Students will learn to empower clients to solve personal, interpersonal, career and other mental health issues. Graduates will be prepared to conduct clinical assessments, apply theory, write treatment plans and become adept at understanding the mental health system and develop the skills necessary in casework, advocacy and utilization of community resources. This program would be unique in that it would provide graduates with the skill level needed for professional counseling and it would bridge the gap lacking in traditional counseling programs that is, the linkages to casework and an understanding of community resources.

### **Cressman Library Expansion**

An outdated library affects every aspect of the College's academic program and negatively impact admissions and fund-raising efforts. Various system and physical plant improvements would bring this important facility into compliance with standards for a strong and effective modern library.

### **Crime Science Masters Degree**

A Masters of Crime Science would be an interdisciplinary degree offering courses in Criminal Justice, Psychology, Forensic Science and Computer Science. The degree would highlight a behavioral approach to criminal justice as compared to a theoretical approach offered at most institutions. Designed as an evaluation of human behavior from a psychological, geographical, and scientific perspective, the program would have much broader appeal to current students, those in both psychology and criminal justice, and working professionals attempting to advance their careers. It could potentially be offered in a five year concept or as a traditional master's level program.

### **Criminal Justice Major Revisions**

Two concentrations are proposed to enhance and expand the growing Criminal Justice Major: Urban Crime and Conflict Management. Also included is a Criminal Justice Training Institute that would offer professional development opportunities to the local community as well as our own students.

### **Early Childhood Education Laboratory School**

Establishing a laboratory school would help to position Cedar Crest College as a center for preparing state certified elementary school teachers by providing high quality field and student teaching experiences for our students, a platform in which Cedar Crest College professors of any discipline can share their expertise, a safe, caring, and nurturing environment for the children of Cedar Crest College faculty, staff, and administration, and a collaborative environment in which faculty from a number of disciplines would work intensively with Cedar Crest College students.

## **Environmental Science Major**

The College should strengthen its "environmental stewardship" mission by establishing an Environmental Science major with a chemistry track. It would serve about as many students as the Biodiversity and Conservation Biology major. The major could be composed predominantly of existing courses with the addition of a course in "Environmental Law".

## **Environmental Stewardship First Year Seminar**

This seminar would be a unique educational experience provided to students who are at the start of their academic career and is intended to provide a shared intellectual experience to students with similar levels of college experience. The course will provide a protected forum, specifically designed for freshmen, for discussion of timely and, sometimes, controversial subject and will play a prominent role as part of a curricular and co-curricular approach to environmental stewardship. The First Year Seminar would empower students to become stewards of the environment and be an effective introduction to the academy, exposing students to college-level inquiry in the context of an issue under the guidance of professors from across various disciplines.

## **Ethics and Care Center**

The Center for Ethics and Care at Cedar Crest College would provide leadership in the College and community focused on the ethical issues arising from care-giving: in helping professions such as medicine, social work, and psychology, as well as in the context of the family. At its core would be three main activities: 1) Providing a certificate in Ethics and Care for students in various majors across campus, drawn largely from existing courses. 2) Providing continuing education with CEU credits for professionals in the helping professions. 3) Providing resources related to the challenges of care-giving to the community as a whole, through a web-site and public lecture series. Establishing such a center will capitalize on our identity as a women's college and our acknowledged leadership in several of the care-giving professions, such as nursing and social work. The "ethics of care" speaks to the condition of all women's lives, as women not only predominate in the care-giving professions but also devote significant personal time to taking care of children and the elderly. The Center for Ethics and Care has the potential to provide education and resources for all of these aspects of care, and would be unique, not just locally, but also nationally.

## **Finance Concentration**

A Finance Concentration in Department of Business, Management and Economics would enhance our academic program and add prestige to the College and our students. This program opportunity will prepare students to aspire to top leadership positions in their organization, as credentials in finance are distinctive and necessary to mobility in corporate ranks. In addition, finance courses can serve as a base for meeting increased educational requirements for aspiring CPAs.

## **Financial Literacy Education Plan/Financial Literacy Program**

Implementing a **College Financial Literacy Education Plan and Financial Literacy Program** administered through Student Financial Services would provide valuable support and education for students at a time when they have unique financial difficulties. Students, prospective students and other members of the college community will experience increased confidence in their ability to obtain concise and comprehensive information and make educated financial decisions. In addition, improving student financial literacy will support and promote the College's enrollment and persistence-to-graduation goals by facilitating educational opportunities for students to be better prepared to handle the financial challenges and stress of acquiring a college education.

## **Foreign Languages Academy**

A foreign languages academy would make the College an online provider of educational services to high schools, colleges and other clients around the country. In addition, the College would serve as a broker which arranges for other providers to offer instructional services directly to subscribers. Recent demographic changes in the United States have led to a growing demand for foreign language instruction in public schools, which are hard pressed to accommodate the needs of their increasingly diverse foreign language speaking student population. A foreign languages academy at Cedar Crest would address this problem by directly providing instructional services or brokering arrangements for others to do so. In essence, the College would opt to specialize in selected foreign languages where there appears to be consistent and significant demand. Faculty would be recruited nationally/globally to offer online instruction on a regular basis.

### **Genetic Counseling Certificate (post-baccalaureate)**

The Certificate in Genetic Counseling would prepare graduates to provide genetic counseling with an emphasis on the bio/psycho/social needs of clients. The program would teach the skills necessary to provide genetic counseling in a variety of settings, i.e. hospitals, outpatient clinics, physician's offices, and public health departments. The curriculum will consist of course work in human genetics, skills in genetic counseling, health education, ethics and research methodology, and prepare students for the growing number of positions in the evolving practice of genetic counseling.

### **Geosciences Major**

Employment growth for geoscientists is expected to be 22 percent between 2006 and 2016, much faster than the average for all occupations. This program would prepare undergraduates for work in the geosciences and for graduate study with coursework in geology, energy, and environmental policy.

### **Global Community Center**

Nineteen faculty from eight departments collaborated propose a Center for Global Community. The world is becoming more interconnected. Increasingly, the College has given emphasis to the idea that it is critical to educate women to be part of the global community, cultivating students who are ethical, responsible, appreciative, understanding, and accepting of the values and cultures of others, and a sense of stewardship for the environment, particularly as the world becomes more globalized. There are currently many activities directly related to the Core Focus Areas; this Center seeks to integrate, coordinate and expand activities campus-wide by promoting discourse, study and action on issues that affect the global community with a special focus on how these affect women, and to develop women leaders who will address these and other issues of global importance.

### **Global Diseases Concentration**

The mission of the Global Diseases concentration is to provide our society with individuals who have an enhanced awareness of global diseases and a sincere interest in finding multidisciplinary solutions to the many problems associated with these diseases. Key to the success of the concentration and of its participants is the understanding that no discipline stands alone in solving global problems, and that inertia and resistance are inevitable along the path of change.

### **Global Studies Major**

The objective of the Global Studies major is to promote *global competence* in the sense of transnational understanding and *global engagement* in the sense of communication and action. The major arises in response to major historic changes in the world – the rise and decline of nation states in the 19<sup>th</sup> and 20<sup>th</sup> century and the emergence of a modern world system in the 21<sup>st</sup> century with new forms of authority and linkages throughout the globe. The 21<sup>st</sup> century world requires a breadth of understanding beyond that of our traditional majors and minors in religion, anthropology, history, culture, and politics. The new major would be inter-disciplinary in nature.

### **Globalization, the Liberal Arts and Leadership First-Year Program**

This is a proposal to develop an online freshman experience which serves to introduce students to globalization as a world historical phenomenon and to explain how a liberal arts education can enhance the career opportunities and leadership potential of students. This experience would be designed to raise the awareness of students as to the nature of the world they live in and the contribution which a liberal arts education can make in regard to the fulfillment of their career interests and personal aspirations. As such, this initiative would serve to combat both the parochialism of students and their predisposition to regard the liberal arts as nothing more than a random collection of general education requirements.

## **Health and Wellness Conference Expansion**

The Health and Wellness Annual Conference is in its 6<sup>th</sup> year and is designed to highlight student and faculty research, presentations and papers from all disciplines across campus. The conference continues to grow in scope and for this upcoming year a track on women's leadership has been added as well as one for environmental health. The conference should be expanded to offer the local high school students an opportunity to attend workshops and review the poster sessions.

## **Health and Wellness Institute**

In order to bring about lasting changes in people's lifestyles, an integrated, cultural and community-based approach is required. This proposal seeks to establish an Institute to make this a reality through excellence in education, research and opportunities for personal and growth-enhancing experiences. The Institute would also serve the community by making important contributions to the area of women's health.

## **History Major Revisions**

Revising the History major will result in an enhanced program, new opportunities for students and greater efficiencies. The proposed revisions take into account students' evident preference for courses in American history as well as the imperative, reflected in both our strategic planning process and the National History Center Working Group report, to educate students for global citizenship and engagement. Finally, they permit a student some greater measure of flexibility in shaping her individual program.

## **Honors Program Revisions**

This initiative will strengthen and significantly enrich the curriculum and the academic experience of the Honors Program, make it more attractive to prospective students, and open the opportunity to recruit alumnae and other donors to support the new directions of the program. The proposal includes Honors Writing Awards, monthly discussion sessions, and a Scholars Abroad Program.

## **Humanities Summer Research Program**

Under this initiative, a faculty member and an interested student work together to design a research project that can be pursued over the summer and that will lead to the production of individual papers to be submitted to an academic conference or for publication in an appropriate academic venue. The project benefits both the faculty member and the student, both of whom are then expected to present their work to the college community and professional conferences. Students will have the opportunity to develop research, writing, and presentation skills as well as to work on a project that will strengthen their appeal to graduate and professional schools.

## **Information Literacy Program**

Research and information seeking and use are vital skills in this information intense world. The function of an academic institution is to produce knowledge and to develop leadership through scholarly skills within the institution and the world. In order to achieve information literacy, the this initiative proposes establishing non-credit courses, online information literacy training, information literacy tutorials, and online research support via social networks.

## **Integrated Cross-Cultural Studies Certificate (undergraduate)**

This proposal calls for an integrated package of courses from multiple disciplines to be packaged as a certificate, with the common element being a field/abroad experience offered during Spring Break that will be available to students enrolled in those select classes. A number of relevant courses already exist and new courses may be designed to contribute to the program.

## **International Cultures and Languages Program**

Three initiatives are proposed to expand the academic program in the area of International Cultures and Languages: an Arabic languages program, endowed Humanities scholarships for study abroad, and funding for study-abroad opportunities in connection with academic courses.

### **Law and Society Annual Public Lecture**

This is a proposal to establish an annual public lecture on law and society in honor of Charles Noonan's long time service to the College. The event could be held on (or about) September 17<sup>th</sup> of each year in fulfillment of the federal mandate pertaining to Constitution Day. The content of the lecture also could be tied to the College's core focus areas on a rotating basis, thus serving as a vehicle for publicizing the distinctiveness and multi-faceted character of a Cedar Crest College education.

### **Leadership Academy for Women**

This is a proposal to establish a Leadership Academy for Women which would serve as the centerpiece of the College's general education program. The academy would be based upon a 12-15 credit program of study rooted in a coherent theory of leadership. This unique program would emphasize the importance of linguistic and interpersonal skills and aptitudes as the essential ingredients of collaborative leadership in the 21<sup>st</sup> century, a form of social entrepreneurship which places a premium upon an individual's ability to work comfortably within a diverse array of institutional, intellectual and interpersonal networks. In addition, the development of a gendered academic program would serve to distinguish the general education experience at Cedar Crest from the educational services available at institutions which do not specialize in the education of women.

### **Leadership for the Future Program**

A joint project by the Office of Career Planning and the Institutional Advancement Office proposes a selective program for junior and senior students to interact with successful Cedar Crest alumnae or appropriate community leaders in a personal and interactive forum. Not only would this program benefit students in their career planning and transition plans following college, but it would additionally give alumnae and community leaders another platform for meaningful engagement with students and the College.

## **Legal Studies Major**

This group of initiatives promotes Legal Studies as a significant area of the College's academic offerings and extra-curricular activities. The Political Science major would become an interdisciplinary major dedicated to the study of law and justice in the 21<sup>st</sup> century. The overarching purpose of the major would be to prepare students for careers in law and public service. Given the important role which ethical, legal and social issues play in regard to so many areas of human affairs, the importance and relevance of law and justice to the preparation of students for law school, and for life after college more generally, is obvious. Moreover, this focus aligns with and supports the College's emphasis upon women's leadership, civic engagement, and global awareness. Since the major would expose students to a dozen academic disciplines drawn principally from the Humanities and Social Sciences, the thrust of this initiative also is consistent with the College's identity as a Liberal Arts institution.

## **Living Learning Communities**

Living Learning Communities would be developed through collaboration between faculty, staff, and students. Upperclass students would apply to participate in one of a variety of themed living learning communities (LLCs) in which 10-15 students would live on the same wing in a residence hall, participate in a shared classroom experience, and have set co-curricular experiences. The themes for the LLCs can fit into the core values of the College. In addition, LLCs can foster learning outside of the classroom, add new vibrancy to the residence halls, attract and retain students, and appeal to donors and alumnae.

## **Mass Media and Visual Communication Majors**

The College has much greater opportunity in the area of Communications than is currently experienced. The following revisions would establish strength in an area of study that is popular for the populations Cedar Crest seeks to attract. The proposal lays out a plan to accomplish this by creating a Visual Communication major, replacing the current Communication major with a Media Studies major, replacing the obsolete TV studio, and strengthening the journalism program.

## **Mathematical and Information Sciences Majors Revision**

Stronger programs, new opportunities and greater efficiencies would result from a restructuring of the major to serve the two types of students who express an interest in mathematics. This proposal would establish concentrations in applied mathematics and teacher education. In addition, to serve an increasingly critical need for better mathematics education at the elementary level, the program would encourage elementary education students to strengthen their mathematics preparation.

## **Minority Student Scholarship Program**

It is proposed to establish a scholarship program for minority women in the name of Dr. Blenda Wilson. The primary purpose of this initiative would be to recruit students to enroll in one of a select group of majors. This program would serve to diversify the undergraduate student body, promote the status of minority women in the fields of mathematics, science, and law – areas where women of color historically have been under-represented, address urgent local, state and national needs in the realm of mathematics, science and education, and populate two majors which have been chronically under-enrolled, while bolstering enrollment in a third.

## **Multicultural Center**

As a predominantly white institution, Cedar Crest College must make a focused effort to recruit and retain talented members of diverse races, ethnicities, backgrounds, and cultures, and provide support to the campus community on issues of diversity. This proposal focuses on one key area of retention for diverse students: A physical and programmatic space for interaction with peers, faculty, staff, and mentors. A multicultural center would focus on the strengthening of interracial/intercultural relations and provide a safe, welcoming, compassionate environment for students of all backgrounds and would foster intercultural understanding through various campus-wide programs that extend beyond the basic and non-threatening “music/food/dance/dress” aspects of culture.

### **Nature Studies Major**

This proposal would convert the existing General Science major to a Nature Studies major that is more interdisciplinary, including courses from the Humanities. The broad appeal of such a program would make it attractive to students with diverse disciplinary interests.

### **Nursing Administration Certificate**

The Department currently offers a Master of Science in Nursing Degree with a track in Nursing Administration. This would be attractive for those who wish to further their management skills but do not want to seek a master's degree.

### **Nursing Education Certificate**

The Department currently offers a Master of Science in Nursing Degree with a track in Nursing Education. This would be attractive for those who wish to further their nursing education skills but do not want to seek a master's degree.

### **Performing and Visual Arts Building**

The center would house all performing and visual arts. It would be a central location for Performing Arts, Art, and Film. A centralized location for the arts at Cedar Crest would have positive influences on at least two vital elements of our existence; recruitment and retention. It is evident that the arts are important to current and prospective students. Centralizing our arts community would strengthen our academic prestige and enhance our regional visibility.

### **Performing Arts Alumnae Network: Friends of Cedar Crest Theatre (FCCT)**

Friends of Cedar Crest Theatre, established to raise money for the Performing Arts Department, would be expanded to become a useful tool in fundraising and another way to keep alumnae of all departments connected to the campus.

## **Performing Arts Master Class Series**

This is a program series of master classes in Dance, Music and Theatre that would include workshop, lectures and performances open to the entire campus. Contact with working professionals is important to our students and this population includes majors from every department who also participate in the Performing Arts.

## **Pilates Certification**

Pilates is a program of physical fitness that focuses on the core postural muscles which help keep the body balanced and which are essential to providing support for the spine. This certification would be available to all students interested in health and wellness who fulfill course requirements, including physical fitness courses to be established. The Pilates Certificate is an excellent resume credit and will give some students an employment advantage.

## **Preparing Women for Leadership College Life Course**

A strong and supportive first-year experience correlates strongly with overall success at college. This program would expand the current College Life course to form a triad of academic experiences that are interconnected. The following educational goals would be achieved: an introduction to women's leadership issues, group interaction and forging relationships, an emphasis on the importance of the liberal arts, encouraging students to make connections between courses, writing instruction, and instruction in topics important to first-year college students.

## **Professional Development Institute**

This is a proposal to reorganize the College into two complementary administrative units: An undergraduate liberal arts college for women and a professional development institute specializing primarily in post-baccalaureate programs designed to serve the career interests and personal aspirations of students during all phases of their professional development. The primary emphasis of the institute could be graduate education, continuing education, and other commercially-profitable educational services. However, the scope of the institute's mission could be broadened to include all professional programs presently offered at the College as well as services currently provided to lifelong learners.

### **Professional Science Masters in Chemistry**

The PSM is a growing area of Science Masters Education in the United States. The PSM prepares students for professional careers in scientific industries and the nonprofit sector. The Professional Science Masters in Chemistry is an interdisciplinary degree which includes rigorous advanced training in science and the development of workplace skills valued by industry, business, government and non-profit organizations. An internship component supplies a real world experience and allows for further development of essential workplace skills.

### **Public Health Nutrition Masters/Dietetic Internship**

The field of Public Health Nutrition encompasses water supply and safety, food supplies and agriculture, food safety and national security, hunger and environmental nutrition, and public health education. A Master of Public Health Nutrition (MPH) will incorporate comprehensive training in nutritional science, community nutrition and education as well as traditional public health disciplines which include biostatistics, epidemiology, health services administration, community health education, health through the life cycle, and environmental and occupational health. All candidates for registration through The Commission on Dietetic Registration are required to complete a 1200 hour practical experience in an Accredited Dietetic Internship (DI). A DI which will be linked with the MPH is being proposed. A combined MPH /DI program would enable students to earn 9 credits in their internship proficiencies that can be applied to the MPH program.

### **Reading Masters Degree and Certificate**

This degree would be offered for candidates with a bachelor's degree in education who are seeking to gain expertise in the field of reading and to obtain a Reading Specialist Certification. The student will explore the major theories of reading and language development, models of literacy instruction, instructional strategies, evaluation of students and programs, developing remediation initiatives and working collaboratively with peers as a literacy coach.

## **RN to MSN Bridge Program**

Registered Nurses with non-nursing bachelors degrees would enroll in this program and graduate with a Masters degree.

## **Service Learning Program**

Service is an integral part of the Cedar Crest College experience and has been for over a decade. This proposal is designed to build on the high level of involvement and dedication the College has had with the community by expanding the Lutz Center for Community Service to work faculty members to develop and enhance service-learning opportunities. Service-learning, as a pedagogy, has at its core the opportunity to provide students with opportunities to make a difference while connecting course work to actual community issues that impact the larger Lehigh Valley community, the nation and the world.

## **Sexual Assault Nurse Examiner Certification**

This certification will provide the professional nurse who is interested in practicing as a Sexual Assault Nurse Examiner (SANE) with the knowledge and skills necessary to independently examine the female and male adult victim of rape and sexual assault. The target audience is nurses who practice in emergency departments, hospital-based and/or clinic based programs that specialize in the care and treatment of rape and sexual assault victims, and designated comprehensive rape and sexual assault treatment centers.

### **Social Justice Living-Learning Community**

One of the greatest challenges to higher education is to empower students to be globally competent. Cedar Crest College needs to add to its educational and internship experiences relevant content on global citizenship so that students will have a cross-cultural ability to analyze social justice issues to promote social change. This Living-Learning Community will provide students with the opportunity to increase global awareness of human rights, provide a basic understanding of how to utilize existing resources that combat human suffering and develop new methods of social change. Students will be empowered by leadership opportunities to develop cross-cultural skills and social action techniques to address social justice issues.

### **Sports Management Certificate (undergraduate)**

This Certificate supplements a student's associate degree in a growing field, Sports Management, while addressing Health and Wellness and Women's Leadership. This would attract new traditional students and interest life-long learners who are varying positions in the sports management field and want to grow their career. There is also an opportunity to provide appropriate education to those in the sports management field.

### **Strategic Leadership for Women (post-baccalaureate)**

Key leadership competencies including negotiation, high performance team building and communication with an emphasis on gender dynamics and that impact on workplace culture. Perform analysis in support of strategic business decisions. Board of Director/CEO Training capsule.

### **Strengthening the Science Secondary Education Co-major**

With the strength of the Sciences at Cedar Crest College and the national shortage of qualified Science teachers, the Science-Education co-major is an obvious area for potential growth. The Cedar Crest College programs for teacher certification in Biology, Chemistry, and General Science already exist. This proposal seeks to increase enrollment in these programs.

### **Student-Athlete Recruiting Program**

This recruiting initiative has the potential to enroll up to approximately *87 additional students-athletes*, which can translate into *over \$3 million in tuition revenue* for the College. Other benefits include increased retention, enhanced community, and improved alumnae relationships.

### **Studio Art Bachelor of Fine Arts**

This major provides professional education in art and design at the undergraduate level, enabling graduates to enter professional careers in such fields as design, painting, and sculpture. B.F.A. graduates develop technical competence, aesthetic judgment, and a strong commitment to artistic quality. The student must also have strong preparation in liberal arts disciplines, including English, the humanities, social sciences, and the physical sciences.

### **Study Abroad Program Expansion**

Three academic departments have proposed study abroad opportunities for students in their disciplines: Art, Business, and Performing Arts.

### **Visual Communications Concentration**

This interdisciplinary concentration prepares students in the areas of graphic design, journalism, marketing, illustration, video production, and public relations. The Illustration component could focus on medical, botanical, children's book, etc. Film studies could also be included.

## **Women and Communication Building**

When resources and fund-raising permit, the College would erect a new Center for Women and Communication, to underscore our belief that the Humanities disciplines, through the nature of their academic inquiry and co-curricular activities, engage students in the study of historical and contemporary thinkers, writers, and filmmakers; in the understanding of how the ideas communicated by these individuals may be relevant to contemporary society; in the formulation, expression, and application of new ideas; and, thereby, in acts of creative and scholarly communication and community service. The new building would include discussion-friendly classrooms (including wired connectivity), meeting spaces and lounges, a theatre for public readings or presentations and the screening of films, a media center to house the radio and television studios, the *Crestiad* and literary magazine offices, and a production studio to support visual communication.

## **Women in Science and Entrepreneurship Center**

This Center would be an interdisciplinary institute that seeks to recruit a greater number of women to explore commercialization of scientific and technologic products or services. While many more women are educated as scientists, few have been educated as innovators. This Center would provide and entrepreneurial education to encourage scientifically skilled women to contribute to the nation and the world through innovation, working through the Kauffman Foundation, which provides broad services and funding to ensure that women scientists have the support networks and financial means to start businesses and advance their innovations.

## **Women in Science Program**

A variety of activities would be developed around the theme of "Women in Sciences", including a seminar series and relevant coursework, possibly leading to a certificate program.

## **Women's Center**

A Women's Center at Cedar Crest College would emphasize the fostering of a campus community encouraging women to reach their full potential, with a staff and Advisory Board that would work toward the feminist goal of affirming the dignity of all women and empowering them to control their own life choices. The Center would focus on a variety of co-curricular supportive services, educational, cultural, social, and health/wellness programs, while also supporting faculty development, scholarship, and interdisciplinary exchange concerning race, ethnicity, and gender and their intersections with other aspects of difference.

## **Women's Leadership Institute**

Sustaining the primary premise of our mission and vision, which is to create the next generation of women leaders, this institute connects directly to the strategic plan's core focus areas and contains curricular and co-curricular elements that are interdisciplinary in nature. Key elements include the development of a women's leadership course, leadership series, a certified women's student leader program, a women's leadership "coach" and oversight of the Student Government Association. The Institute would be placed in the College Center to enhance campus life, learning and engagement for students.

## **Writing-Emphasized Courses**

Expanding the scope of the College's efforts to improve the writing skills of students would enlist the assistance of faculty who teach courses where writing is emphasized – but not to the point where the course qualifies as a writing-intensive offering. Faculty would evaluate the quality of student writing guided by a rubric developed by the Writing Director in consultation with department chairs, faculty and other interested parties. This initiative is inspired by an overarching concern for the quality of student writing and an appreciation of the limitations inherent in the College's present approach to the promotion of written communications skills. This proposal would build upon the foundation provided by the existing system and significantly increase the amount of feedback and constructive criticism students are receiving about the quality of their written communications skills.

## **Writing Program Revisions**

The proposal contains several components to foster and retain enrollment, particularly in English. These include a Writing Center that will support students and faculty from all disciplines, including the Graduate Program; a Visiting Writers Series; a Writer-In-Residence; and an expansion of the College's Literary Magazine.