7-19-2017

Master of Science in Education-MSEd - Higher Education Administration

The College at Brockport, College Senate

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TO: Dr. Heidi Macpherson, College President
FROM: The College Senate: 05/01/17
RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the Fitness of)
III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Master of Science in Education-MSEE - Higher Education Administration (#31-16-17GC)

Signed: ___________________________ Date: 6/19/17
(Sharon Lubkemann Allen, 2016-17 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sharon Lubkemann Allen, College Senate President
FROM: Dr. Heidi Macpherson, College President
RE: I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted
   b. Deferred for discussion with the Faculty Senate on ___/___/___
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ___/___/___
   b. Comment:

Signed: ___________________________ Date: 7/19/17
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
### COLLEGE SENATE OFFICE
#### RESOLUTION PROPOSAL COVER PAGE

**DEADLINE FOR SUBMISSIONS:**
FEBRUARY 28

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

<table>
<thead>
<tr>
<th>Routing Number</th>
<th>Routing # assigned by Senate Office 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>#56_16-17GC</td>
<td>Use routing number and title in all reference to this proposal.</td>
</tr>
</tbody>
</table>

**Resolution**

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### INSTRUCTIONS

- Use committee guidelines available at [www.brockport.edu/collegesenate/proposal.html](http://www.brockport.edu/collegesenate/proposal.html)
- Prepare ONE complete document in Word format: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost’s Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

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### 1. PROPOSAL TITLE:
Please be somewhat descriptive, i.e., Use a course number and/or title, indicate if for GED code, etc.

Master of Science in Education (MSEd) - Higher Education Administration

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### 2. BRIEF DESCRIPTION OF PROPOSAL:

The Department of Educational Administration seeks to propose a Master of Science in Education (MSEd) in Higher Education Administration, based on the deactivated HE Middle Management master’s degree program, which was discontinued approximately 17 years ago. Some of the existing courses (from the deactivated program) are included in the plan of study. The 36-credit program curriculum emphasizes theoretically grounded practical application and culminates in a capstone experiential internship. The program is designed for students who work or aspire to work in a higher education setting requiring graduate level knowledge and credentials for career competence and advancement in the field of higher education.

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### WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?

- **_NO_**
- **_YES_**

**EXPLAIN**

A full-time faculty member will be searched/hired, who will work in concert with the EDA chair and who will have service responsibilities in addition to teaching that will include program coordination, scheduling, marketing, and student recruitment and advisement. Initially, adjuncts will be hired to teach supplemental courses and as the program grows, additional resources will be sought.

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### 4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.

The program will have two global assessment checkpoints: 1) Entry, with a minimum 3.0 cumulative undergraduate GPA, and 2) End-point, the EDH 797 Internship in which students demonstrate proficiency in a job setting, propose and complete several substantial tasks, prepare and present a portfolio showcasing work completed throughout the program and completion of the internship assessment by the field supervisor. All internship and seminar work must be completed with a minimum grade of Satisfactory. Student learning outcomes assessments will be embedded in all courses.

---

### HOW WILL THIS AFFECT TRANSFER STUDENTS

**NA**

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### 7. SUBMISSION & REVISION DATES: PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<table>
<thead>
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<th>First Submission</th>
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<td>3/7/17</td>
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### 8. SUBMITTED BY: (contact person)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Jeffrey Linn, PhD &amp;</td>
<td>Educational Administration and Special Sessions &amp;</td>
<td>395-5512</td>
<td><a href="mailto:jlinn@brockport.edu">jlinn@brockport.edu</a></td>
</tr>
<tr>
<td>Karen Schuhle-Williams, PhD</td>
<td>Programs</td>
<td>395.5724</td>
<td><a href="mailto:kschuhle@brockport.edu">kschuhle@brockport.edu</a></td>
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### 9. COMMITTEES: (Senate office use only)

<table>
<thead>
<tr>
<th>Standing Committee</th>
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<th>Dates Forwarded</th>
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<tbody>
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<td>_Executive Committee</td>
<td>Standing Committee</td>
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<td>_Enrollment Planning &amp; Policies</td>
<td>Executive Committee</td>
<td>4/10/17</td>
</tr>
<tr>
<td>_Faculty &amp; Professional Staff Policies</td>
<td>Senate</td>
<td>05/01/17</td>
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<tr>
<td>_General Education &amp; Curriculum Policies</td>
<td>Passed GED’s go to Vice Provost</td>
<td>6/14/17, 6/19/17</td>
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<td>_Graduate Curriculum &amp; Policies</td>
<td>College President</td>
<td>7/19/17</td>
</tr>
<tr>
<td>_Student Policies</td>
<td>OTHER</td>
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<td>_Undergraduate Curriculum &amp; Policies</td>
<td>REJECTED -WITHDRAWN</td>
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### NOTES:

Resolution # 31
1. Comparison between deactivated and proposed programs:

<table>
<thead>
<tr>
<th>Existing courses*</th>
<th>Credit</th>
<th>Proposed courses</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EDA 600 Foundations of Educational Leadership</td>
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<td>EDH 674 Student in College</td>
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<td>EDH 671 Legal Issues in Higher Education</td>
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<td>EDH 675 Planning, Evaluation &amp; Research</td>
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<td>EDH 571 The Two-Year College</td>
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<td>EDH 571 The Two-Year College</td>
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<td>EDH 6XX Diversity in Higher Education</td>
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<td>EDH 6XX Assessment &amp; Accreditation in Higher Education</td>
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<tr>
<td>EDH 7XX Seminar in Higher Education (three, at one credit each)</td>
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<td>EDH 7XX Seminar in Higher Education (three, at one credit each)</td>
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<tr>
<td>EDH 797 Higher Education Administrative Internship</td>
<td>3</td>
<td>EDH 797 Higher Education Administrative Internship</td>
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</tr>
</tbody>
</table>

**One of the following Interest Area Electives:**

| EDH 690 Selected Topics in HE | 3      | EDH 6XX Enrollment Management Processes & Student Supports | 3      |
| EDH 699 Independent Study in HE | 1 - 6  | EDH 6XX Integrated & Disruptive Technologies in HE | 3      |
|                               |        | PBH 6XX College Health | 3      |

Total credits | 30      | 36      |

* Courses from the deactivated program.
Comparison of proposed program to original program:
Brockport’s original MSEd Higher Education Middle Management program addressed issues germane to higher education in the mid- to late-1990’s. Since then, the field has changed dramatically due to shifting student demographics, accreditation and assessment policies, data driven decision making and predictive analytics, federal and state regulation and mandates, funding and budget factors, social justice and equity issues, etc. Preserving the best of the original curriculum and updating it with more relevant and contemporary areas of specialization, practical training and knowledge area expertise will be hallmarks of the proposed program.

2. MISSION, MARKET AND QUALITY DISCUSSION

A. Proposal reflects the campus mission focus
The current Campus Mission for student success is reflected throughout the proposed program curriculum, particularly related to providing graduate professional education, emphasizing student learning, employment, and a culturally diverse society. Relative to the mission stated in the proposed Strategic Plan (https://www.brockport.edu/about/strategic_plan/index.html ), the program is well aligned by creating an inclusive learning community that inspires excellence through growth, engagement, and transformation. Additionally, it is cohesive with the Value Pillars, as follows:

- **Community**: Proposed curriculum updates reflect commitment to cultivating deliberative communication, enhancing connections across disciplines and cultural differences, and engaging with partners locally, regionally, and beyond.
- **Engagement**: Supported by the department of Educational Administration and the School of Education and Human Services, the program design and updated curriculum reflect dedication to fulfilling our individual and collective obligation to offer meaningful and intentional learning opportunities that promote intellectual, professional and interpersonal development.
- **Excellence**: The program revisions reflect commitment to continuous learning and improvement as evidenced in enhancements in quality and rigor of course and program curricular updates, more stringent admissions and program completion requirements, aligning with national standards, and the incorporation of assessments at all levels.
- **Transformation**: The revised curriculum and program format (Executive Hybrid) are intentionally designed to cultivate transformative leaders and assess students’ deep, sustainable and meaningful change and growth as aspiring practitioners in the multi-faceted, dynamic field of higher education.

The proposed MSEd aligns with the Educational Administration Mission which emphasizes cultivating leaders, adept at building relationships, management skills and foundational knowledge that will sustain them throughout their careers. The Department is committed to providing a practical, knowledge based program that prepares higher education managers for successful professional lives and careers and positions them well to pursue doctorates in the discipline. The EDH 7XX Seminars and EDH 797 Internship provide intense practical and hands-on learning activities and skill building experiences. The department uses innovative technology and instructional delivery models across the curriculum.
B. Market Demand Factors Response

Those who aspire for higher-level professional positions ultimately need a minimum of a master’s degree for career advancement. This proposal seeks to develop the MSEd in Higher Education Administration to provide such prospective students with a relevant curricular pathway through foundational core courses in higher education administration and opportunities to explore special interest area electives.

The career ladder for students interested in higher education often begins with transition into professional entry-level positions stemming from student employment in various offices and departments while undergraduates. Although these entry-level positions may be obtained with an undergraduate degree, aspirations for permanent appointments and/or to advance on the higher education career ladder require a graduate degree. The program will be attractive to those individuals currently working in or interested in professional employment and careers in higher education, including many (prospectively more than 50) Brockport undergraduate students currently working in campus offices.

Demand for this program is predicated on several factors that drive employment in the field of higher education, including: over 185 two- and four-year colleges and universities in New York state, and 18 colleges within the Rochester Area Colleges (RAC) consortium, all needing competent, well-trained practitioners. There is a SUNY two-year college within 50 miles of every citizen in the state of New York and community college extension centers (and necessary staff) have burgeoned over the past 20 years. According to a report on job outlook in the higher education field and concomitant job prospects, the USDOL Bureau of Labor Statistics states, “Employment of postsecondary education administrators is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations.” Additionally, “Job prospects will be best for candidates who have experience working in higher education and for those with a master’s degree” (https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-6).

In the interim years after the Higher Education Middle Management program was deactivated, prospective students wishing to study higher education lacked access to public college or university higher education programs in the Rochester area and were forced to select alternative options, including traveling well outside the local area, enrolling in alternate areas of study, or attending costly local private colleges and universities. The proposed Higher Education Administration program closes this gap and complements the department of Counselor Education’s Student Affairs emphasis in their master’s degree program.

As listed below, there are other SUNY and private colleges in the northeast offering degrees in the higher education, with varying specialization areas. While SUNY graduate tuition is consistent across campuses, fees at university centers are significantly higher and expectedly, private college tuition and fees are significantly higher than at SUNY colleges. This program will prepare its graduates for success in entry-level higher education administration positions, as well as provide a sound knowledge base upon which they may advance their careers.
## Program Competition

<table>
<thead>
<tr>
<th>SUNY</th>
<th>Program</th>
<th>Degree</th>
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<tbody>
<tr>
<td>University of Binghamton</td>
<td>Student Affairs Administration and MPA &amp; MSAA Dual Degree</td>
<td>Master’s</td>
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<tr>
<td>SUC Buffalo</td>
<td>Student Personnel</td>
<td>Master’s</td>
</tr>
<tr>
<td>University of Buffalo</td>
<td>HE Admin &amp; Student affairs</td>
<td>ED.M, or MS</td>
</tr>
<tr>
<td>SUNY Stony Brook</td>
<td>HE Admin (incl. 100% online program)</td>
<td>Master’s and Advanced Graduate Certification (CAS)</td>
</tr>
<tr>
<td>SUNY Plattsburgh</td>
<td>Student Affairs &amp; Higher Education</td>
<td>Master’s</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Private Colleges</th>
<th>Program</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Canisius College</td>
<td>College Student Personnel Administration</td>
<td>Master’s</td>
</tr>
<tr>
<td>Penn State Online</td>
<td>Higher Education (100% Online)</td>
<td>Master’s</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>Higher Education &amp; Student Affairs</td>
<td>Master’s</td>
</tr>
<tr>
<td>University of Rochester</td>
<td>Higher Education Administration, Student Affairs, and Educational Administration</td>
<td>Master’s</td>
</tr>
</tbody>
</table>

The unique executive hybrid program format, i.e., online courses punctuated with periodic intensive weekend face-to-face classroom experiences, provides busy, adult and often employed students with the best of both worlds - - online course rigor and convenience combined with the opportunity to leverage in-person learning experiences and foster extensive professional networks and relationships with peers and instructors. The combined format and convenience factors are an exceptionally strong draw for prospective students and positions this program competitively among other, similar programs. All-year (i.e., SU, FA, WI, and SP) scheduling allows students to accelerate their time-to-completion and adds flexibility as to when they complete their internship.

**Marketing Focus:** A comprehensive, multi-pronged marketing campaign will target undergraduate students at all Rochester area colleges, higher educational professionals in the Greater Rochester area, as well as across New York and adjacent states, current college employees, and will include listing the program on the Open SUNY website. Reintroducing this program will end the drought created when the program was deactivated, and provide regional access to public higher education for students seeking a relevant, rigorous, high quality higher education administration program.
C. **Program Quality:** The MSEd Higher Education program has multiple quality assessment points/criteria:

1. **Entrance to the program:** Prospective students must have at least 3.0 undergraduate cumulative GPA average from an accredited undergraduate college and a 3.0 in an undergraduate statistics course is required. If an applicant does not meet the statistics requirement, the candidate is required to take an undergraduate Statistics course as a prerequisite to the program.

2. **End point:** Each student will complete a total of three credits of internship experience on a college campus, with a qualified field supervisor and span a sequence of at least (10 weeks). Students must complete all internship requirements with a minimum grade of Satisfactory.

3. **Ongoing assessments:** Assessments designed to measure documented student learning outcomes (SLO’s) will be present throughout the curriculum, as evidenced through assignments, Face-to-Face seminar and class participation and discussions, and online as posts, blogs, papers, presentations, and project reports.

4. **Students must complete at least 27 credits with a 3.0 cumulative GPA before registering for EDH 797. Students receiving a grade below a B- will be on probation and will be dismissed from the program upon earning a second grade below B-.

5. **The program is aligned with the recommendations of the Council for Advancement of Standards in Higher Education:** [http://www.cas.edu/](http://www.cas.edu/).

**Projected number of students in MSEd Higher Education Administration Program**

<table>
<thead>
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<th>Year</th>
<th>FT*</th>
<th>Cycle</th>
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<td>A</td>
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<td>25</td>
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* FT students may complete program in 15 - 18 months
3. DESCRIPTION OF NEW COURSES

EDH 600 Foundations of Leadership in Higher Education: Provides an introduction to higher education leadership, including organizational, political and cultural dynamics across various college and system types, leadership styles and leader attributes, and leadership skills of communication, conflict resolution, and collaboration in complex organizations. 3 cr.

EDH 6XX Diversity in Higher Education: Explores multiple facets of cultural diversity in U.S. higher education, relative to gender, race, religion, sexual orientation, physical/mental ability, and social class. Provides students with a historical overview of diversity in higher education and the complex, interrelated sociological, economic, and political forces affecting access, attainment, and completion rates across varying student demographics. Students will examine various institutional structures and policies, equity issues and campus climate, systems and processes, administrators, faculty, staff, students, and curriculum issues as they relate to the current status of diversity in higher education. 3 cr.

EDH 6XX Assessment & Accreditation in Higher Education: Provides a comprehensive overview and fundamental skills of conducting academic and administrative area, program, and course assessments. Examination of accrediting and regulating agencies, institutional and program reviews, compliance issues, sanctions, and their influence on institutional operations, policies, and staffing. 3 cr.

EDH 6XX Enrollment Management & Student Supports: Provides a comprehensive overview of principles and strategic processes utilized to recruit and retain students in colleges, including Admissions, financial aid and scholarships, registration and records systems and processes, academic advisement, transfer students, non-traditional and special populations, systematic intervention strategies for retention, and academic assistance for diverse student populations. 3 cr.

EDH 6XX Integrated & Disruptive Technologies in Higher Education: Examines the dynamic role & influence of advancements in instructional and system technology advancements, applications, e-documents, communications, distance learning, e-labs, simulation technologies, e-security/privacy, adaptive technologies, social media, and micro-credentials, etc. 3 cr.

PBH 6XX College Health: Explores the integration of health, counseling, wellness, prevention, and campus recreation. The course will examine current trends and best practices and the intersection of this work with all areas of student affairs. Topics will include mental health on the college campus; high-risk behaviors and their reduction; applicable developmental and health theories; wellness, recreation, and athletics; sexual and dating violence; and gender, sexual identity and cultural identity development. 3 cr.

EDH 7XX Seminar in Higher Education: Three, one-credit, Face-to-Face (F2F) seminars are conducted on weekends. Seminars require a level of preparation relative to the planned topics and will focus on experiences that may not be offered elsewhere in the curriculum (e.g., critical incident training and communications; mental health training; conflict management; crucial conversations; negotiations; Specialized training in DASA, Title IX, Internal Controls, Safe Zone, Title IV; career path exploration; job seeking skills; etc.) and best facilitated in the F2F format (e.g., group activities, guest speakers, debates, etc.). In addition to providing professional development opportunities, the F2F experiences will emphasize small group work, relationship building, problem solving, critical thinking, and communication skills. 1 cr.
Course Descriptions (courses included from the deactivated program).

**EDH 571 The Two-Year College:** Surveys the role of the two-year college in American higher education. Places particular emphasis upon the history and function of the community college, including administration, curriculum, finance, student personnel services, students, and instruction. 3 cr.

**EDH 572 Human Resource Management in Higher Education:** Provides an overview of human resource management consideration and practices in the higher education setting, including resource planning, staff recruitment, selection and diversity, professional development and evaluation, tenure and promotion, collective negotiations, and compensation. 3 cr.

**EDH 670 Organization and Administration of Higher Education:** Examines the American system of higher education: its historical basis and evolution, its purposes and characteristics, and current and future challenges presented by societal trends. Explores the impact of organizational structure on colleges and discusses the role of administration in addressing system challenges. 3 cr.

**EDH 671 Legal Issues in Higher Education:** Studies legal issues impacting the administration of higher education including but not limited to discrimination, sexual harassment, affirmative action, discipline and dismissal procedures, tortious acts, collective bargaining contracts, academic freedom, and constitutional rights protected under the 1st, 4th, 5th and 14th Amendments to the US Constitution. 3 cr.

**EDH 673 Finance in Higher Education:** Analyzes the roles of government, boards of trustees, administrators, faculty and students in the financial control of colleges and universities. Includes a survey of the budget function, collective negotiations, accounting systems, budget management and construction, and long-term policy and financial planning. 3 cr.

**EDH 674 Student in the College Environment:** Analyzes students in higher education: their perceptions, attitudes and achievements and the impact of the college experience upon them. (Revise course curriculum to include special populations and programs, e.g., leadership development, living/learning communities, early college high schools, concurrent programs, affinity groups, at-risk and transition programs, veterans, adults, commuters, special talent, athletes, Greeks, international, lower SES, working students, under-represented, LGBTQ, disabled, homeless, food-stressed, undocumented, etc.). 3 cr.

**EDH 675 Planning, Evaluation and Research:** Explores research methods used in institutions of higher education. Examines techniques of data collection and analysis of organization subsystems and environments and their use in management and planning. 3 cr.

**EDH 797 Internship:** Upon successful completion of at least 27 credits of coursework, students complete a total of three credits of internship field experience in a higher education setting to develop further administrative competencies. Requires attendance in professional seminars and conferences.
Sample schedule: (note: students can complete fewer credits each semester)

Program/Track Title, Award, and Certification level: MSEd, Higher Education Administration

Indicate academic calendar type: [X] Semester  [ ] Quarter  [ ] Trimester  [ ] Other (describe):

<table>
<thead>
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<th>Term 2: FA 1</th>
<th>Term 3: WI I</th>
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<td><strong>New</strong></td>
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<td>EDH 600 Foundations of Higher Education Leadership</td>
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<td>EDH 673 Finance in Higher Education</td>
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<td>EDH 670 Organization and Administration of HE</td>
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<th>Term 5: SU 2</th>
<th>Term 6: Fall 2</th>
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<td>EDH 6XX Diversity in HE</td>
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<tr>
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Program Total: Total Credits: 36
4. STAFFING

A. Sufficiency of existing staff: The courses cannot be covered by existing FTE Education Administration department faculty/staff and require hiring additional faculty with curricular expertise. Consistent with the Interim Provost’s focus on hiring full-time faculty, once fully populated, the program will depend significantly upon full-time faculty to ensure program quality, stability, and success. Qualified adjuncts may be hired to teach specialized courses, as needed. There are many experienced, appropriately credentialed personnel at the College who have expressed interest in serving as instructors in the program as indicated below.

SUNY Faculty Table

<table>
<thead>
<tr>
<th>Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)</th>
<th>% of Time Dedicated to This Program</th>
<th>Program Courses Which May Be Taught (Number and Title)</th>
<th>Highest and Other Applicable Earned Degrees (include College or University)</th>
<th>Discipline(s) of Highest and Other Applicable Earned Degrees</th>
<th>Additional Qualifications: List related certifications, licenses and professional experience in field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PART 1. Full-Time Faculty</td>
<td></td>
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<tr>
<td>Prospective Adjuncts</td>
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</tr>
<tr>
<td>Sara Kelly</td>
<td>Adjunct</td>
<td>-EDH 674: Student in College -EDH 600: Foundations of Leadership in Higher Education -EDH 670: Organization and Administration of Higher Education</td>
<td>Ph.D., University of Buffalo</td>
<td>Higher Education Administration</td>
<td>Dir. Residential Life/ Associate Dean of Students</td>
</tr>
<tr>
<td>Frances Dearing</td>
<td>Adjunct</td>
<td>EDH 6XX: Assessment &amp; Accreditation in Higher Education</td>
<td>MBA, Northwestern</td>
<td>Business Administration</td>
<td>Director of Assessment</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Courses Offered</td>
<td>University</td>
<td>Role</td>
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</tr>
<tr>
<td>Karen Logsdon</td>
<td>Adjunct</td>
<td>PBH 6XX: College Health</td>
<td>Higher Education Administration</td>
<td>Assistant to the Vice President, EMSA</td>
<td></td>
</tr>
</tbody>
</table>
| Randall Langston      | Adjunct  | - EDH 6XX: Enrollment Management & Student Supports  
                        - EDH 600: Foundations of Leadership in Higher Education  
                        - EDH 675: Planning, Evaluation & Research | Ph.D., University of the Free State, Republic of South Africa | Higher Education Studies  
                        |                                      |                                      |                                      | Assistant Vice President for Enrollment Management |
| Jeffrey Lashbrook     | Adjunct  | - EDH 675: Planning, Evaluation & Research  
                        - EDH 674: Student in College                                                                 | Ph.D., Sociology                                 | Director of Institutional Research & Analysis |
| Jennifer Boyle-Wittman| Adjunct  | PBH 6XX: College Health                                                          | Ph.D., Public and Community Health               | Chair, Department of Public Health and Health Education |
| Wittman               |          |                                                                                        | University of Maryland College Park             |                                                 |
Dear Colleagues:

Below is the dialogue between members of the Graduate Policies and Curriculum Committee and the Department of Educational Administration regarding a proposed Master of Science in Education (MSEd) — Higher Education Administration. This proposal was first submitted during the 2014-2015 academic year. It was revised and resubmitted in Spring 2017:

Committee: The structuring of the “unique executive hybrid program format,” though not uncommon nationally, is not commonly used on our campus. Given that this format will likely become more common as we adapt to new instructional modes, please describe its workings with greater clarity, especially explain the proportions of on-line vs. face-to-face instruction and the relationship between the intensive on-campus work and asynchronous online learning?

Reply: The program is geared toward professionals working in HE in entry level positions (but does not exclude those students who are not currently working in a HE setting), thus the choice of the “Executive” descriptor for the program. That descriptor can be dropped if the Graduate Curriculum Committee feels it is confusing.

3) The Hybrid program format includes all coursework being delivered online, EXCEPT the three, one credit seminars (p. 9), which is where students will participate in Face-to-Face learning experiences, i.e.:

5) **EDH 7XX Seminar in Higher Education:** Three, one-credit, Face-to-Face (F2F) seminars are conducted on weekends. Seminars require a level of preparation relative to the planned topics and will focus on experiences that may not be offered elsewhere in the curriculum (e.g., critical incident training and communications; mental health training; conflict management; crucial conversations; negotiations; Specialized training in DASA, Title IX, Internal Controls, Safe Zone, Title IV; career path exploration; job seeking skills; etc.) and best facilitated in the F2F format (e.g., group activities, guest speakers, debates, etc.). In addition to providing professional development opportunities, the F2F experiences will emphasize small group work, relationship building, problem solving, critical thinking, and communication skills.

As noted on page 11, in the sample schedule, these seminars will be offered on a regular SU, FA, and SP cycle. These Face-to-Face, intensive weekend seminars will complement the students’ program coursework and the online class content.

As referenced on page 7, under the program comparison chart,
The unique executive hybrid program format, i.e., online courses punctuated with periodic intensive weekend face-to-face classroom experiences, provides busy, adults and often employed students with the best of both worlds - - online course rigor and convenience combined with the opportunity to leverage in-person learning experiences and foster extensive professional networks and relationships with peers and instructors. The combined format and convenience factors are an exceptionally strong draw for prospective graduate students, many of whom are already working, and positions this program competitively among other, similar programs. All-year (i.e., SU, FA, WI, and SP) scheduling allows students to accelerate their time-to-completion and adds flexibility as to when they complete their internship.

Committee: The program is concentrated in Summer. Would quality be enhanced by leveling out the workload throughout the timeline of the program?

Reply: As noted on page 11, in the sample schedule, the program credits for a full-time student are distributed evenly for the first three terms:

- SU I – 10 credits
- FA I – 10 credits
- SP – 10 credits
- SU II – 3 to 6 credits
- FA II – 3 credits

As noted on page 8, under the enrollment projection chart, the program is designed to allow full-time students to complete their coursework in 15 – 18 months. Higher education professionals often have a slightly less intense workload in the summer, thus the summer terms are targeted as the “bookends” for the program.

Committee: How will internships be set up? Have you been in contact with the appropriate internal offices regarding this process?

Reply: Internships will be set up by the internship supervisors, working in concert with the program director, under the auspices of the Department of Educational Administration, just as the EDA internships are currently administered. Internships are used in most of the Professions and educational organizations are anxious to accept interns.

Committee: Given the demand you anticipate for the program, how will you ensure the availability of appropriate internships?
Reply: As confirmed by VP Katy Wilson, Dr. Sara Kelly, and Ms. Kim Haines, there are several student service offices within our EMSA division who employ interns from other colleges year-round, because we do not have our own HE program as a feeder. In addition to these available positions, the extensive number of colleges within the Rochester area provide vast opportunities for internship placements. Additionally, students living outside the Rochester area will be able to fulfill their internship placements at colleges conveniently within their local, geographic area.

Committee: What are the sources of the growth projections on pg. 5?

Reply: The conservative growth projections are based on the enrollments when the program was deactivated (approximately 20 per cohort), the dearth of public HE programs available in the Rochester area, our own college’s employees with only a Bachelor’s degree, and many (prospectively more than 50) Brockport undergraduate students currently working in campus offices (see VP Wilson’s letter of support).

8) As noted on page 6,

9) Demand for this program is predicated on several factors that drive employment in the field of higher education, including: over 185 two- and four-year colleges and universities in New York state, and 18 colleges within the Rochester Area Colleges (RAC) consortium, all needing competent, well-trained practitioners. There is a SUNY two-year college within 50 miles of every citizen in the state of New York and community college extension centers (and necessary staff) have burgeoned over the past 20 years. According to a report on job outlook in the higher education field and concomitant job prospects, the USDOL Bureau of Labor Statistics states, “Employment of postsecondary education administrators is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations.” Additionally, “Job prospects will be best for candidates who have experience working in higher education and for those with a master’s degree” (https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-6).

10

Committee: There is significant overlap with this program and the offerings of Public Administration. One competing institution you list even has a combined degree in public and academic administration.

Reply: The focus of the MPA program, as per the program’s curricular focus stated on their website, prepares students to:

Participate and contribute to public policy in the student’s chosen emphasis: Public, Health Care, or Non-Profit Management. https://www.brockport.edu/academics/public_administration/graduate/masters.html
As noted on page 2, the HEA program curriculum is specifically designed for students who work or aspire to work in a higher education setting requiring graduate level knowledge and credentials for career competence and advancement in the field of higher education.

Institutions of Higher Education (including public, private, and proprietary) differ vastly from not-for-profits, government/public agencies, and healthcare agencies, in structure, organization, human resources policies and administration, governance, accreditation, compliance, laws, funding, constituents, and oversight. The proposed curriculum addresses these factors, from a higher education specific lens. Additionally, the program curriculum is aligned with the recommendations of the Council for Advancement of Standards in Higher Education: (http://www.cas.edu/), whereas the MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), two highly divergent foci.

Might it be useful to ask that department to review the proposal or even collaborate in it?

This factor was considered in early conversations with Dr. Thomas Hernandez, the Dean of the School of Education and Human Services (which includes EDA and PAD) and it was agreed that in addition to the vastly different curriculum foci noted above, the PAD department is committed to providing their students with Face-to-Face or HYB course experiences. Except in the SU and WI terms, few of the PAD courses are offered in an online format, which is integral to the HEA program format.

Committee: Other than EDA 600 none of the courses proposed appear as “current courses” in the course catalogue.

Reply: The EDH program was deactivated in 2000, thus the “current courses” refer to those in the catalog at the time of deactivation. The changing nature of higher education in the seventeen years since deactivation calls for new curriculum to meet the needs of students who aspire to pursue careers in higher education.

Committee: What is the connection between “Courses from the deactivated program” and courses currently offered by The College?

Reply: As noted on page 5,

Brockport’s original MSEd Higher Education Middle Management program addressed issues germane to higher education in the mid- to late-1990’s. Since then, the field has changed dramatically due to shifting student demographics, accreditation and assessment policies, data driven decision making and predictive analytics, federal and state regulation and mandates, funding and budget factors, social justice and equity issues, etc. Preserving the best of the original curriculum and updating it with more relevant and contemporary areas of specialization, practical training and knowledge area expertise will be hallmarks of the proposed program.
Committee: Are these courses that have up to date syllabi, or is it really the creation of new courses?

Reply: The syllabi will be written by subject matter content experts in summer 2017. Those for the “current courses” will be written true to the original course descriptions as noted on page 10, and the syllabi for the newly proposed courses will be written true to the course descriptions on page 9.

Committee: I have three remaining questions:

1) How many additional layers of review are there before the program can launch?

We are at the beginning of the process. If Senate approves, the next steps are:

a. Letter of Intent: this is sent out to all NYS campuses. Timeframe is 30-60 days.

b. SUNY review: 60 days (Syllabi writing will occur in preparation for the SysAdmin/SED proposal submission)

c. SED which can last from 1 week to over a year.

2) Does Brockport have any other programs that follow this "low residency" format?

Within the College there already exist numerous low-residency graduate programs as follows:

- The EDA School District Leader (SDL), School Building Leader (SBL), and Teacher Leader (TL) programs are all Hybrid, low-residency programs.

- Brockport’s fourteen 100% online, low residency Graduate degree and certificate programs, listed at: https://www.brockport.edu/academics/online/course_offerings.html

- The MBA program, which the College Senate and SUNY approved is low residency.

3) Could you please add some detail to the responsibilities of the program director--it seems as though this figure is the glue that will hold a relatively diffuse program together. If you could gloss this position as the focal point of the various pieces--organizing and maintaining quality instruction, coordinating internships, assessment, and so on.
Perhaps a quick lesson on the Department of Educational Administration as it exists will help clarify the Higher Ed program director's position.

1. Ed Admin students can earn a School District Leader (SDL) Teacher Leader (TL) or School Building Leader (SBL) Certificate of Advance Study (CAS) which is issued by the New York State Education Department. These are 36 hour post Graduate programs. All candidates must have a Master's to enroll and for that matter to teach in New York.

2. Nested beside that program is an SDBL (School District Business Leader). Students can enter this program and earn a CAS and a Master's or enter with a Masters.

3. I direct the three programs in # 1 and #2 but have a Director in #2 who has background and teaches the Business side of Administration. Besides teaching in the program they: recruit students, review syllabi and courses, advise students, oversee quality of program, review and meet with applicants, and confer with grad school, certification office and me on the programs ever-evolving requirement from State Ed. They also compile other tasks associated with a graduate program. The Director of Higher Ed would perform these same functions independently but under my umbrella.
February 25, 2017

To Whom It May Concern:

I am writing this letter in support of the proposed Higher Education Administration Master’s program in the Department of Educational Administration. This program will be delivered as an executive hybrid program offering flexibility to students and exceeding the traditional geographic boundaries of the College.

The curriculum provides rigorous entrance and completion requirements and has the potential to be a flagship SUNY program in Higher Education Administration. There is high potential for enrollments because of gaps in the state. In fact, as many as 60 students currently on this campus have already expressed interest in such a program here at Brockport.

This proposed program requires the hiring of a manager responsible for instruction, recruitment, oversight and ongoing formal and informal student advisement. This proposal has my full support.

Sincerely,

Thomas J. Hernandez, EdD, LMHC
Interim Dean
The School of Education & Human Services
The Graduate School
Date: February 20, 2017

To: Jeff Linn

From: Robert Cushman, Interim Associate Provost & CIO

Re: LITS Support for the Masters of Science, Higher Education Administration program.

Library, Information, and Technology Services is well equipped to support the Department of Education Administration proposed Masters of Science, Higher Education Administration program. Among the areas where LITS can be of assistance are:

- The College utilizes a world-class Learning Management System (Blackboard).
- We have standardized on a synchronous learning tool to allow for remote course participation.
- We have Help Desk services available 24*7, year round.
- Library services are continually improving. Students have access to numerous Library databases and journals 24*7, as well as access to Drake Memorial Library’s vast resources and open hours of availability.
- We have a satellite Library located at the Rochester MetroCenter.
- We have recently upgraded the wireless network throughout the College, and MetroCenter.
- Students have access to a wide array of campus licensed software.
- Students can access our virtual computer lab 24 hours a day from wherever they are.
- Mobile apps will soon be available for all of our major enterprise systems.
- Technology enhanced classrooms are located across the campus and at the MetroCenter.
- There are instructional labs where students can learn hands-on, and open access computer labs for students to utilize during non-class time.
- Each student has personal file storage, and the ability to create a personal web space
- We enjoy an outstanding collaborative working relationship with the Brockport faculty

We are looking forward to working with you to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely:

Robert Cushman
Interim Associate Provost and CIO
Library, Information, & Technology Services
The College at Brockport, State University of NY
rcushman@brockport.edu
Phone 585-395-2032
With great enthusiasm I support the Masters of Science in Education - Higher Education Administration program proposal. I believe the program will offer graduate students an inclusive understanding of the culture and organizational structures of higher education. In addition it will hone their management skills and decision-making abilities that will enhance their leadership in a higher education environment. The broad based nature of this proposed program will potentially serve a variety of student and future employer needs and would be a viable part of our graduate education portfolio at the College at Brockport. As we seek to increase graduate students at the College, this program offers the potential for the opportunity to serve new student populations.
To: College Senate Graduate Curriculum Committee  
From: Jennifer Boyle, Chair, Dept. of Public Health & Health Education  
RE: Proposed degree in Higher Education Administration  
Date: 2/21/17  

Please accept this memo in support of the proposal to establish a Master of Science in Education degree in Higher Education Administration. The Department of Public Health & Health Education (PBH) is able to offer a three credit course (PBH 6XX) in College Health topics to students enrolled in this degree program. Utilizing Dr. Karen Logsdon or a PBH faculty member as the course instructor, PBH can support offering one section of this course (n=20) one time per year.
To: College Senate

From: Dr. Sara Kelly, Associate Dean of Students/Director of Residential Life

Date: February 22, 2017

Re: Letter of Support: Masters of Higher Education Administration Program

Please accept this letter of support for the Masters of Higher Education Administration Program at SUNY College at Brockport. This redesigned, reinvigorated program will surely be an asset to the institution and to the broader field of student affairs and higher education administration as we prepare graduates to serve our campus communities.

As the Associate Dean of Students/Director of Residential Life, I regularly interact with students whom are interested in pursuing a career in student affairs and higher education administration. Every year, I have the privilege of mentoring students through their career and graduate school exploration process. During our discussions, many students express a desire to stay at Brockport, some of whom pursue the Masters in Public Administration degree. A more significant number enroll in graduate programs at other institutions or try to find meaningful work in our field.

There are many opportunities in Enrollment Management & Student Affairs for graduate students to obtain assistantships and professional experience. For example, we have three graduate Resident Director Interns who are incredible assets to our professional team. In addition to experience in residence life and programming, Student Conduct is within my department and provides opportunities for graduate student development and experience, ranging from formal internships, participation on the Student Conduct Board, assisting with educational workshops, and other prevention activities. We have had interns in the past from Brockport, Buffalo State, University of Rochester and University at Buffalo.

I am enthusiastic about the future of this program and look forward to potentially teaching and serving as an internship site.

Sincerely,

Sara Kelly, Ph.D.
Associate Dean of Students/Director of Residential Life
SUNY College at Brockport
TO: The College at Brockport College Senate  
FROM: Ms Kimberley Haines, Director of Student Union & Activities  
DATE: February 20, 2017  
RE: Letter of Support for the Masters of Science in Education Higher Education Administration program

Please accept this as a formal letter of support for the proposed Masters of Science in Higher Education Administration program at The College at Brockport. It is my strong belief that an academic program, such as this, will provide the critical content knowledge, pedagogy, and professional experience needed for students as both scholars and practitioners to be successful in the higher education field.

As the Director of Student Union and Activities, and upon consideration of being a great place to learn, the possibility of the College providing a gateway for students interested in continuing higher education administration field is exciting. It will undoubtedly serve a need that has been observed, throughout the last few years, while simultaneously encouraging the further development of student engagement on campus.

Furthermore, the experiential learning opportunities that would align with an academic program such as this, will only help to advance the College's reputation for producing strong scholarly and practitioner focused professionals. As one example, students will be able to put learning into practice through both internship and graduate assistantship opportunities, both on and off campus. Moreover, based on the level of perceived support, particularly from the Division of Enrollment Management & Student Affairs, along with a strong pool of current practitioners to draw from, many of the key elements to successfully execute this program are in place.

In closing, please accept this letter of support for the proposed Masters of Science in Higher Education Administration. This program will only serve to enhance our college community and provide students with an opportunity to grow and learn as future higher education professionals.