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5-2020

Change in MPA Program/Core Elective Course Composition-- Increase Core Courses from 21 to 24 Credits; Decrease Elective Courses from 9 to 6 Credits (No Increase or Decrease in Total Credits) Change in State and Municipal Management Emphasis Content Focus (and Name); Offer in On-line Modality. Change in Poverty Studies Emphasis

The College at Brockport, College Senate

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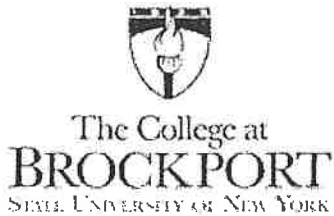
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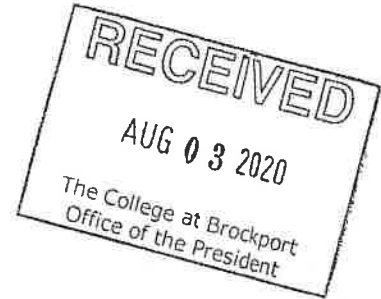
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 brockport.edu/collegesenate

Resolution 2019-20 #38
 College Senate

Supersedes Res #: _____



TO: Dr. Heidi Macpherson, College President

FROM: The College Senate:

- RE: → I. Formal Resolution (*Act of Determination*)
 II. Recommendation (*Urging the Fitness of*)
 III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: *Change in MPA prog. Core/elective course composition (#28_19-20GC)*

Implementation Effective Date**: Fall 2020

Signed: JAZ7 Date: 5 / 1 / 2020
 (Dr. James Zollweg, 2019-2020 College Senate President)

Signed: [Signature] Date: 6 / 18 / 2020
 (Dr. Eileen Daniel, Vice Provost, The College at Brockport)

****Implementation of resolution requires final approval from SUNY- State Education Department.**
 YES NO

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

TO: Dr. James Zollweg, 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 5 / 7
 c. Unacceptable for the reasons contained in the attached explanation.
 d. Comments:

Signed: [Signature] Date: 5/15/2020
 (Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:

The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. 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: January 31

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

See https://brockport.edu/support/college_senate/proposals.html for full details.

Complete this cover page. Email it along with all relevant files (individual .docx or .pdf files) to senate@brockport.edu. Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	28_19-20UC
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Title of Proposal in Title Style

Change in MPA program core/elective course composition – Increase core courses from 21 to 24 credits; decrease elective courses from 9 to 6 credits (no increase or decrease in total credits). Change in State and Municipal Management Emphasis content focus (and name); offer in on-line modality. Change in Poverty Studies Emphasis.

Brief Description of Proposal

Change in core/elective composition (39 total credits)

- Increase common core from 21 to 24 credits
- Decrease elective courses from 9 to 6

Change in State and Municipal Management Emphasis

- Change emphasis foci to reflect local only (versus also state)
- Change emphasis name to reflect focus to Public Management

Offer a fully on-line option

- All common core classes and the Public Management emphasis courses will be offered online at least every 3 semesters to allow for Public Management emphasis students to complete the MPA in an online modality.

Change in Poverty Studies Emphasis

- Change emphasis foci to a more clinical base (applied projects with community clients)

Budgetary Resources Needed

None

Student Learning Outcomes Assessment Data

Our MPA program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). As such, we engage in assessment of student outcomes every semester. All student learning outcomes of universal competencies as outlined by NASPAA (5 total) are assessed each year in a variety of courses (all core courses participate in the assessment process at least once every 3 years). Except for the capstone course, these assessments examine student learning from when competencies are introduced or reinforced. The capstone courses provide data to examine mastery of the universal competencies.

Effect on Transfer Students

N/A

Proposer Information

Wendy Wright, Department of Public Administration, Ext.: 5570; Email: wwright@brockport.edu

Senate Office Use Only

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	2/10/2020
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	

- General Education & Curriculum Policies
- Graduate Curriculum & Policies
- Student Policies
- Undergraduate Curriculum & Policies

Passed GED's go to Vice Provost	
College President	
OTHER	
REJECTED -WITHDRAWN	

NOTES:

NOTES:

Program Proposal to the College at Brockport Faculty Senate Graduate Curriculum Committee

1. A brief rationale for the change/revision

Currently, the Masters in Public Administration (MPA) program is a 39 credit program with 21 credits of core courses, 9 credits of elective courses, and 9 credits in a student's choice of emphasis; State and Municipal Management, Health Care Management, Public Safety Management, Poverty Studies, and Nonprofit Management. After surveys and discussions with New York State City County Managers (NYSCMA) members, community nonprofit leaders, our MPA Executive Advisory Board, and our MPA Student Exit Interviews, we are continuing with 39 total credits but changing:

- The composition of core versus elective courses:
 - o Adding a Leadership Course: Previously, we did not have a required leadership course in the core. Our mission is to develop community leaders and managers and therefore a core course with this focus is important.
 - o Adding a Foundations of Public Administration course to the core: Rarely do we have a student accepted with a bachelor's degree in public administration. Therefore, we moved this course out of the State and Municipal Management emphasis into the core.
 - o Removing Statistics for Public Administrators: Many of our students take one course per semester therefore have Statistics be a co-requisite with Research and Program Evaluation isn't feasible (although desirable). Therefore, Research and Program Evaluation was changed to subsume the statistics instruction needed for success in the course and further courses. Some of the content from Research and Program Evaluation has been subsumed in the 500 level courses specific to each emphasis.
- The focus of the State and Municipal Management emphasis: Job placement data indicates that the majority of our students in this emphasis find jobs in local government versus state. We therefore are modifying the focus of courses in this emphasis to better prepare them for these careers.
 - o As we engage with city/county managers across the state, we recognize a need for this emphasis (and corresponding core courses) to be achievable in an online format.
- The focus of the Poverty Studies emphasis: As we increase the visibility and work of The College at Brockport's Institute for Poverty Studies and Economic Development we see a parallel desire of community partners desiring students to engage in project-based work. Therefore, the focus of the Poverty Studies Emphasis is moving toward a more clinical model of applied learning.

2. The following narrative describes proposed changes (no increase in *total* credits):

Changes to the Common Core MPA Program

- o Increase the number of credit hours in the common core from 21 to 24.
- o Add PAD 663 Leadership Roundtable to Common Core Courses (currently it is an elective course).
- o Add PAD 541 Foundations of Public Administration to the Common Core (currently it is a required course in the State and Local Management emphasis).
- o Remove PAD 687 Statistics for Managers as a Common Core requirement and subsume much of the material in PAD 688 (Research and Program Evaluation).

Changes to the Electives

Decrease the number of credit hours of electives from 9 to 6.

Changes to the State and Local Management Emphasis

- Change name from State and Local Management to Public Management
- Change emphasis courses
 - Remove from the emphasis
 - PAD 541 Foundations of Public Administration (added to the Common Core)
 - PAD 681 Strategic Management for Public Organizations (will become an elective)
 - Two new courses will replace those removed courses
 - PAD 605 Local Government Management
 - PAD 626 Managing Public Services
 - Keep PAD 683 (Intergovernmental Relations)

Offer a fully on-line option

- All common core courses and the Public Management Emphasis courses will be offered in an online format offered at least every 3 semesters.

3. A side-by-side comparison of the new program to the old program.

Current			Proposed		
Core Course	Name	Credits	Core Course	Name	Credits
			PAD 541	Foundations of Public Administration	3
PAD 640	Financial Management	3	PAD 640	Financial Management	3
			PAD 663	Leadership Roundtable	3
PAD 682	Organizational Behavior	3	PAD 682	Organizational Behavior	3
PAD 685	Human Resource Management	3	PAD 685	Human Resource Management	3
PAD 687	Statistics for Managers	3			
PAD 680	Public Policy	3	PAD 680	Public Policy	3
PAD 688	Research and Program Evaluation	3	PAD 688	Research and Program Evaluation	3
PAD 696	Portfolio Seminar OR	3	PAD 696	Portfolio Seminar OR	3
PAD 694	Internship Experience		PAD 694	Internship Experience	
Total core		21	Total core		24
State and Local Management Emphasis			Public Management Emphasis		
Emphasis Courses	Name	Credits	Emphasis Courses	Name	Credits
PAD 641	Foundations of Public Administration	3	PAD 605	Local Government Management	3
PAD 681	Strategic Management for Public Organizations	3	PAD 626	Managing Public Services	3
PAD 683	Intergovernmental Relations	3	PAD 683	Intergovernmental Relations	3
Total Emphasis		9	Total Emphasis		9
Health Care Management Emphasis			Health Care Management Emphasis (no change)		
Emphasis Courses	Name	Credits	Emphasis Courses	Name	Credits
PAD 513	Health Care in America	3	PAD 513	Health Care in America	3
PAD 615	Strategic Management for Health Care Organizations	3	PAD 615	Strategic Management for Health Care Organizations	3
PAD 677	Special Topics in Health Care	3	PAD 677	Special Topics in Health Care	3
Total Emphasis		9	Total Emphasis		9
Public Safety Management Emphasis			Public Safety Management Emphasis (no change)		
Emphasis Courses	Name	Credits	Emphasis Courses	Name	Credits
PAD 617	Disaster Recovery	3	PAD 617	Disaster Recovery	3
PAD 639	Cybersecurity for Public Managers	3	PAD 639	Cybersecurity for Public Managers	3
PAD 652	Emergency Management	3	PAD 652	Emergency Management	3
Total Emphasis		9	Total Emphasis		9
Poverty Studies Emphasis			Poverty Studies Emphasis		
Emphasis Courses	Name	Credits	Emphasis Courses	Name	Credits
PAD 512	Poverty Initiatives	3	PAD 512	Poverty Initiatives	3
PAD 602	Economics for Public Managers	3	PAD 6XX	Organizational Capacity Building	
PAD 603	Social Policy	3	PAD 503	Social Policy in Action (name change)	
Total Emphasis		9	Total Emphasis		9
Other Program Requirements			Other Program Requirements		
Electives by Advisement	3 elective courses	9	Electives by Advisement	2 elective courses	6
Program Total		39	Program Total		39

4. A discussion regarding "Mission", "Market", and "Quality". Specifically address the following issues:
 - a. How does the proposal reflect the campus mission focus?
 - i. The College at Brockport mission is to be an inclusive learning community that inspires excellence through growth, engagement, and transformation with values of community, engagement, excellence, and transformation. The mission and values are supported as the changes will:
 1. Better prepare all MPA students with a broader understanding of core concepts essential for entering the profession.
 2. Provide a resources to the community (local and distance) to prepare students to have careers in local government.
 3. Provide more exposure to our resources in our Public Management Program that:
 - a. Assist in building department capacity for community engagement and sustainability by being a point of contact for local administrators and elected leaders seeking information, advice, project work, research, training, or other professional and organizational improvement opportunities; and
 - b. A point for easier outreach based and collaborative coordination with other departments in the school and college and across similar academic institutions/units.
 4. Provide more exposure to our community involvement with the Institute for Poverty Studies and Economic Development (IPSED)
 - a. Projects coming into the IPSED can be integrated into the two new clinical courses
 - b. Projects will have instructional oversight
 - ii. The current MPA student population is primarily from a 65 mile radius of the college however, our reach can be much broader if we strategically target one of the emphases for an online completion degree in an area in which we have broader state contact. The Department of Public Administration's Secretariat position with the NYSCMA puts us in regular contact with local government managers across New York State. These managers have expressed a need for graduates with MPA degrees noting concern that currently there is not the necessary bench depth of qualified future managers in local government. Since becoming secretariat for the NYSCMA, there has been a concerted effort of the NYSCMA to recruit College at Brockport MPA students into the profession. Our MPA program that primarily acquires students from the greater Rochester area cannot fulfill the demand whereas a fully online emphasis could. An online program would allow us to reach prospective students without geographic limitations and, in many cases, these students would be "hand-picked" by current managers who want to keep their assistant managers local while weaving them into their succession plans. We currently have a half-time lecturer position recruited from the local government audience to provide two of the emphasis course offerings and engaged applied opportunities for students (Dr.
 - b. What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.
 - i. The proposed changes reflect revisions to our existing MPA program. The emphasis revisions to the will enhance our ability serve the market that directly dovetails with the emphases. There are no other MPA programs in the region that focus on local management nor poverty studies. Modifying the courses to better meet the career placements will be good for the region and our students.
 - ii. The current MPA student population is primarily from a 65 mile radius of the college however, our reach can be much broader if we strategically target one of the emphases for an online completion degree in an area in which we have broader state contact. The Department of Public Administration's Secretariat position with the NYSCMA puts us in regular contact with local government managers across New York State. These managers have expressed a need for graduates with MPA degrees noting concern that currently there is not the necessary bench depth of qualified future managers in local government. Since becoming secretariat for the NYSCMA, there has been a concerted effort of the NYSCMA to recruit College at Brockport MPA students into the profession. Our MPA program that primarily acquires students from the greater Rochester area cannot fulfill the demand whereas a fully online emphasis could. An online program would allow us to reach prospective students without geographic limitations and, in many cases, these students would be "hand-picked" by current managers who want to keep their assistant managers local while weaving them into their succession plans. We currently have a half-time lecturer position recruited from the local government audience to provide two of the emphasis course offerings and engaged applied opportunities for students (Dr.

Michael Hattery). The transition of the MPA program's Public Management emphasis course offerings and corresponding required core courses into an online program will expand the potential market of students in that emphasis dramatically.

- c. How is program quality addressed in this proposal?
- i. The proposed revisions for the Public Management emphasis are the results of a two stage process to improve the professional academic value of our course offerings for relevant professional preparation. First we conducted a detailed survey of instructional content needs as perceived by local government managers in New York State. We received a substantial response from this survey effort. The results of this survey were compared with our current course offerings and content as well as national content recommendations from the International County/City Management Association (ICMA). The courses recommended in our revised Public Management concentration reflect the high demand content identified in the survey that is not currently available in our MPA coursework. As a second and final step we compared our proposed new coursework with the course offerings of MPA programs that are ranked as the top four Local Government emphasis programs in the United States. We found strong concurrence in this comparison as well. Finally, our proposed curriculum was vetted by the MPA Executive Advisory Board and unanimously endorsed.
 - ii. The proposed revisions for the Poverty Studies emphasis is a result of extensive engagement with community partners working in organizations aimed to address problems of poverty. Their feedback combined with our desire to have a more applied/clinical portion of the MPA program guided these curricular decisions.
 - iii. As previously indicated, our MPA program is accredited by NASPAA and as such, we engage in assessment of student outcomes every semester. All student learning outcomes of universal competencies as outlined by NASPAA (5 total) are assessed each year in a variety of courses (all core courses participate in the assessment process at least once every 3 years). Except for the capstone course, these assessments examine student learning from when competencies are introduced or reinforced. The capstone course provides data for mastery of the universal competencies in addition to an exit survey upon graduation. In addition, our graduation rates and market placement of our students further reinforces program success. See:
https://www.brockport.edu/academics/public_administration/graduate_career_data.html
- d. Description of the new courses.
- i. PAD 605 – Local Government - Course provides and overview of municipal service delivery, service cost analysis, assessing services and evaluating options for change. Case examples and practitioner insights will help in understanding service delivery challenges, service innovation and solutions. (See Course Registration attached.)
 - ii. PAD 626 Managing Public Services - Nature of city, town, village or county manager's job: overview of the local government system, working with governing body, staff, public and professional peers. Overview of administrative - departmental operations and the manager's role. (See Course Registration attached.)
 - iii. PAD 6XX Organizational Capacity Building - Students will work, as part of a team, directly with a client to conduct an organizational capacity building initiative that implements a change initiative identified in collaboration with the client during the course. Students will apply skills from core program courses and apply best practices to: map program components, collect baseline data, understand process changes, develop internal communication protocols, and measure outcomes/impacts.

- iv. PAD 603 Social Policy in Action - Students will work, as part of a team, directly with a client to conduct an organizational needs assessment, research applicable social policy topics/relevant resources, compile best practices around core services/program, review program structures/processes, and develop recommendations for program improvement initiatives. Students will apply skills from core program courses and apply best practices to: map program components, collect baseline data, conduct stakeholder surveys and interviews, and identify strengths and weaknesses in program design.
 - e. Sequence in which the courses would be offered to guarantee timely completion of the program. There are no sequencing requirements and therefore will be no difference in the time to completion of current students. By offering all courses on-line at least every 3 semesters the full-time student can complete in 3 semester; part-time students will be able to finish well before the 7 year limit. (See Appendix A.)
 - f. Staffing issues/Resource implications
 - i. Existing staff is sufficient for the proposed changes.
 - ii. No additional resources needed.
- 5. Academic administration commentary
 - a. Letter of Support from the Chair
 - b. Letter of Support from the Dean of the School
 - c. Letter of Support from cooperating or affected departments or offices
 - i. IT
 - ii. Library
 - d. Dissenting letters if applicable

Appendix A:


Schedule for On-line classes						
	Semester 1 Fall 20	Semester 2 Spring 21	Semester 3 Fall 21	Semester 4 Spring 22	Semester 5 Fall 22	Semester 6 Spring 23
Common Core: 7 Courses (24 credits)						
PAD 640 Financial Management	On Line	On Line	On line	On Line	On Line	On Line
PAD 663 Leadership Roundtable			On Line			On Line
PAD 680 Public Policy		On Line			On Line	
PAD 682 Organizational Behavior			On Line			On Line
PAD 685 Human Resource Management		On Line			On Line	
PAD 541 Foundations in PA	On Line			On Line		
PAD 688 Research and Program Evaluation	On Line			On Line		
PAD 696 Portfolio Seminar <i>or</i> PAD 694 Internship Experience	Every semester					
Public Management Emphasis: 3 Courses (9 credits)						
PAD 605 Public Management Services	On Line	On line	On Line	On Line	On Line	On Line
PAD 626 Local Government Management	On Line	On line	On line	On Line	On Line	On Line
PAD 683 Intergovernmental Relations			On Line			On Line
Electives: 2 Courses by advisement (6 credits)						
Every semester						



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

School of Business and Management

To: Whom it may concern in the College at Brockport College Senate

From: Susan Stites-Doe, Interim Dean of the School of Business and Management 

Date: 12/19/19

Re: Proposed changes to the Public Administration Degree program design and title

I write this letter in support of the proposed changes to the MPA program. In summary they are:

1. State and Local Management track proposed changes
 - a. Change the title of the State and Local Management emphasis (aka track) to "Public Management"
 - b. Move courses in the track elsewhere in the program curriculum. One (PAD 541) will go, instead, into the core curriculum, and the other (PAD 681) will become an elective.
 - c. Add two new courses to the track: PAD 605 Local Government Management and PAD 626 Managing Public Service
 - d. Offer online modality. This will be accomplished by offering an online format version of each specialized course within this track every 3 semesters.
2. Change the Common Core of the MPA program.
 - a. Core credits will increase from 21 to 24 without changing the overall number of credits necessary to complete the degree.
 - b. New courses will be added to the core
 - c. One course will subsume the contents of a course to be deleted from the core (PAD 687)

My support is motivated by the fact that the wisdom for these changes comes not only from the informed faculty, but also by the New York State City and County Managers association.



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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Drake Memorial Library

Dr. Wendy J. Wright, Interim Chair
Public Administration Department

Brockport Downtown
The College at Brockport
161 Chestnut Street
Rochester, NY 14604

Dear Wendy,

Drake Memorial Library supports the proposed programmatic changes by the Department of Public Administration. Your proposal will change core/elective composition to 39 total credits, change the emphasis focus of the State and Municipal Management Emphasis to local only, and offer a fully on-line option of all core courses at least every three (3) semesters. No new resources will be required by Drake Library to support the proposed programmatic changes. If resources are needed they can be obtained through Interlibrary Loan or SUNY Resource Sharing. The demand of Interlibrary Loan should not increase significantly, but will be monitored for possible impact. We wish the program much success as it moves forward in the process.

Sincerely,

Diane Fulkerson

Diane Fulkerson, MA, MLS
Director, Drake Memorial Library
Library and Information Technology Services



Date: 1/28/20

To Whom It May Concern,

I am writing to express my support for the programmatic changes proposed by the Department of Public Administration specific to the MPA – changes that include the following:

- Change in core/elective composition
- Increase common core from 21 to 24 credits
- Decrease elective courses from 9 to 6
- Change in State and Municipal Management emphasis name to Public Management
- Addition of a fully on-line option for those enrolled in the proposed Public Management emphasis

These proposed changes require no additional resources and help the department provide a rigorous and timely program to attract and support students while fulfilling accreditation expectations.

Sincerely,

Michael J. Harrison

Michael Harrison
Director – Center for Graduate Studies
The College at Brockport



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Public Administration

December 30, 2019

To Whom It May Concern:

I am writing to express my support for the programmatic changes proposed:

- **Change in core/elective composition (39 total credits)**
- -Increase common core from 21 to 24 credits
- -Decrease elective courses from 9 to 6
- **Change in State and Municipal Management Emphasis**
- -Change emphasis foci to reflect local only (versus also state)
- -Change emphasis name to reflect focus to Public Management
- **Offer a fully on-line option**
- -All common core classes and the Public Management emphasis courses will be offered at least every 3 semesters online to allow for Public Management emphasis students to complete the MPA in an online modality.

In addition to being vetted by our Executive Board, we have also been influenced by our recent reaccreditation (NASPAA) and a survey administered to members of the New York International City/County Management Association. These proposed changes require no additional resources and help the department provide a rigorous and timely program to attract and support students while fulfilling accreditation expectations.

Sincerely,

Wendy J. Wright, PhD
Interim Chair
Public Administration Department





Date: December 23, 2019
To: College Senate Graduate Committee
From: Stephen Cook, Director of Information Technology
Re: LITS support for the Masters in Public Administration (MPA) Program

I write to offer LITS support for the Masters in Public Administration (MPA) Program as proposed by the Department of Public Administration. Library, Information, and Technology Services will continue to support this program using our current set of tools as listed below:

- The College utilizes a world-class Learning Management System (Blackboard).
- 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.
- 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.
- Technology enhanced classrooms are located across the campus.

We look forward to continue supporting the current program to help make this a success. If you have any questions, or need additional information, feel free to contact me.

Sincerely,

Stephen Cook
Director of Information Technology
Library, Information, & Technology Services
The College at Brockport, SUNY
scook@brockport.edu
Phone 585-395-5152

Guidelines for Submitting Program Proposals to the College Senate Graduate Curriculum Committee

Introduction

The following guidelines have been formulated for the purpose of helping anyone who is interested in submitting program proposals to the Graduate Curriculum and Policies Committee of the College Senate. **The proposal will not be reviewed until all the information listed under each category has been provided to the committee.**

Proposal Contents for a Graduate Program Revision:

- a. Proposal Cover Sheet (located on Senate website)
- b. A brief rationale for the change/revision
- c. A side-by-side comparison of the new program to the old program (credit hours must be included for each course and totaled in clear tabular form).
- d. A discussion regarding "Mission", "Market", and "Quality". Specifically address the following issues:
 1. How does the proposal reflect the campus mission focus?
 2. What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.
 3. How is program quality addressed in this proposal?
- e. Description of the new courses.
- f. Sequence in which the courses would be offered to guarantee timely completion of the program
- g. Staffing issues/Resource implications
- h. Academic administration commentary