ONE-STEP ACADEMIC PROGRAM PROPOSAL

**Institution: University of West Georgia**

**Date Completed at the Institution:**

**Name of Proposed Program/Inscription: Higher Education Administration**

**Degree: Doctorate of Education**

**Major: Higher Education Administration**

**CIP Code:  13.0406**

**Anticipated Implementation Date:  Fall 2018**

**Delivery Mode (check the most appropriate delivery mode in the box below):**

| | |
|---|---|
| On-campus, face-to-face only | |
| Off-campus location, face-to-face only (specify the location): | |
| Online Only | X |
| Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC ) | |
| Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC) | |
| Hybrid, combination delivery, but less than 50%  of the total program is online based on SACS-COC | |
| Contractual Location (specify the location): | |

**School/Division/College:  College of Education**

**Department: Communication Sciences and Professional Counseling**

**Departmental Contact:  Dr. Matt Varga, mvarga@westga.edu**

**Approval by President or Vice President for Academic Affairs:**

_____

**Approval by Vice President for Finance/Business (or designee) and contact information:**

_____

**Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:**

_____

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1) **Rationale:** Provide the rationale for proposing the new academic program.

There are various doctorates in higher education administration, student affairs, leadership, etc. However, there are very few doctorates of higher education administration that are fully online. This degree will fill a current gap in online degrees for students seeking to advance their career in post-secondary education. Additionally, with the University of West Georgia's doctoral granting status, adding another doctoral degree will help support the institution's status as a doctoral granting institution.

2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

**Mission**
The mission of the University of West Georgia states "The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community." The proposed program aligns with the mission of the institution as it would provide practical education that would support the potential of higher education administrators who are seeking to advance their career goals. This program, as an Ed.D., would focus on the practical experiences and education through professional development and academic engagement, which will help prospective students learn how to improve their campus environment.

The University of West Georgia is a regional comprehensive university that aspires to be the best in America, sought after to be the best place to work, learn, and succeed. This program would expand its regional offering of terminal degrees to prospective students looking for an online option to earn a doctorate in higher education administration.

**Disciplinary Trend**
The Professional Competency Areas for Student Affairs Educators are competencies that were established jointly by the two premiere professional organizations in Higher Education: NASPA and ACPA. These organizations mutually agreed that these competencies are the content areas that higher education administrators need to be effective administrators while working for colleges and universities. The competencies range from foundational outcomes to advanced outcomes. The foundational outcomes are generally achieved by entry level professionals and students who complete a master's degree in the field. After years of experience, administrators progress from foundational to intermediate. This program is designed to help professionals advance their competencies from intermediate to advanced.

The Ed.D. in Higher Education Administration program objectives and outcomes were developed and designed utilizing the NASPA/ACPA Professional Competencies. We further used the competencies to develop the courses needed to transition professionals

from intermediate to advanced competencies that best serve students hoping to work in leadership roles.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The College of Education at the University of West Georgia proposes the development and fully online delivery of an Ed.D. in Higher Education Administration. The program will recruit and admit administrators that work in a higher education/collegiate setting. The program is designed to increase participants' knowledge of college and university administration, leadership, finance management, and their overall ability to address and solve critical issues in higher education. The purpose of delivering the program fully online helps increase the exposure and interest of prospective students across the region, state, and nation.

This program aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective though, and teach them to understand, analyze, and utilize literature to influence decisions in higher education. Additionally, our students will be able to conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions. Students who graduate this program should be able to understand the intricacies and nuances of higher education finance and advancement. Our students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

Currently, the University of West Georgia offers four doctorates, three Ed.D.'s and one Ph.D. All three of the Ed.D.'s are offered online, fully or partially, and include nursing, counseling, and school improvement. The School Improvement program offers a unique opportunity for educators looking for an interdisciplinary, inquiry-based doctoral program that prepares graduates to become change agents in the schools they serve. The focus of the program is on P-12 school administration; however, despite this focus, students hoping to work for colleges and universities enroll in this program. These students are seeking an online doctorate that facilitates their needs, but the curriculum does not adequately address these specific students' needs as the P–12 environment is significantly different from the environment of higher education.

The Doctorate in School Improvement has approximately 80 applications a year for approximately 20–25 spots. The Doctorate in Higher Education Administration would expand the doctoral options for students in post-secondary administrative positions,

especially those who work in higher education and want a higher education focus, not a P–12 focus.

The Doctorate in Higher Education Administration will also fulfill a gap at UWG in terms of preparing students to work in the higher education sector as senior college administrators. This degree would not attempt to train students to become faculty or students working in the P-12 sector. The demand for administrators who hold an in depth understanding of higher education is paramount as we strive for a more educated Georgia. Translating that understanding broadly across the curriculum and student support services to increase retention, promotion, and graduation will support the Governor's HDCI, as well as, Complete College Georgia, Gateways to Completion, and LEAP.

In addition to these benefits to UWG and Georgia, the proposed program would also enrich the College Student Affairs concentration in Professional Counseling M.Ed. degree. The Higher Education Administration Doctorate would permit us to utilize current professionals in the field to network with and mentor our current master's students.

5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

Each year, Dr. Matt Varga attends a conference at the University of Georgia titled the "Next Gen Conference." This conference targets prospective students seeking a doctorate or master's degree in higher education. Various schools in the region attend to recruit students and provide information about their respective programs. What becomes immediately clear is that students are looking for online options to complete a doctorate while they work professionally. Additionally, Dr. Varga receives calls approximately 5 calls per month inquiring about a doctorate at the University of West Georgia in Higher Education Administration.

Nationally, with the exception of for-profit institutions, there are very few fully online programs in higher education administration. The University of Wisconsin –LaCross is starting a shared program in 2017 with other UW institutions. Aside from this fully online program, we were not able to find another fully online Doctorate in Higher Education Administration. Most online Doctorates have some form of blended experience that require weekend presence in the classroom, visits to campus once a month, or hybrid classes resulting in students missing work. This program would be 100% fully online delivered through an asynchronous online environment, using a wide variety of instructional technologies.

According to the Employment Projections by the Department of Labor, Bureau of Labor Statistics, administrative positions in postsecondary education are expected to have an 8.7% growth rate. Among all sectors of education administrators, higher education administrators present the highest rate of growth over the next eight years. By 2024, it is

expected that there will be approximately 66,000 jobs available through growth and replacement needs. Combining the increase in market growth with the availability of an online program, it is very likely this program will be in demand.

As a result, there is a clear demand in the market for a non-profit institution of higher education to offer a fully online doctorate in higher education administration.

6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

**Similar Programs in BOR**
There are various institutions that offer similar programs. The two institutions that are most similar in nature are Georgia Southern and the University of Georgia. Georgia State has an Ed.D. in Educational Leadership, which is outside the scope of the proposed program.

Georgia Southern offers a three tiered online doctorate in Higher Education. The first tier is completely online. The second tier is blended with some on campus work. This tier may prohibit students outside of driving range to Georgia Southern from enrolling in their program.

The University of Georgia offers an Ed.D. in Student Affairs Leadership, which is a blended program. This program focuses on students and student development. Our program will have an emphasis on the administrative operations and less on student development. The program at UGA is also blended, which may prevent prospective students who cannot travel to UGA from applying.

Also at UGA is the Institute of Higher Education. The institute offers an Executive Ed.D., which would be comparable in terms of curriculum and prospective students applying to the program. However, the IHE Ed.D. is a residential program with a global emphasis. This emphasis may be cost prohibitive to some students and the residential nature could prohibit some students from applying.

The IHE Ed.D. is a top ten program and is extremely competitive in terms of admission. The Ed.D. in Higher Education Administration at the University of West Georgia would expand the offerings for students to receive a doctoral degree in higher education administration from a USG school.

Georgia State University's Ed.D. in Educational Leadership is a residential program and focuses on a more general curriculum that can apply to P-16. The Ed.D. in Higher Education Administration at the University of West Georgia has a very specific curriculum that focuses on the administration of post-secondary institutions.

**Similar Programs in Region**

In terms of the region, the schools with comparable programs are the University of Alabama, University of Tennessee at Knoxville, Clemson University, and Auburn University.

The University of Alabama has an Executive Ed.D. program that has a residential component and is also extremely competitive. Both of these would be prohibitive in nature to students who are seeking an online program and cannot travel to Tuscaloosa.

The University of Tennessee at Knoxville is a Ph.D. program with an emphasis in research. Their program is also a residential program that focuses on Higher Education Administration.

Clemson University has a Ph.D. in Educational Leadership with a concentration in Higher Education. This program is also a residential program.

Auburn University has a Ph.D. in Administration of Higher Education. This is also a residential program.

Based on the availability of Higher Education Administration doctorates, the University of West Georgia would be offering a unique opportunity to students seeking a program that is delivered through an asynchronous online environment, using a wide variety of instructional technologies. It would not compete with schools in the region or system as it would attract a very different student, likely outside of the state.

7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes ___ or No __X__ (place an X beside one)
If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

The genesis of this program evolved after the forecast deadline. We would like to launch the program in the Fall of 2018 and will include the program on the next academic forecast.

9) **Admission Criteria:** List the admission criteria for the academic program.
   a) Include all required minima scores on standardized tests.
   b) Include the required grade point average requirement.

Graduate Application
Letter of intent articulating professional goals

Two letters of recommendation
One letter of support from direct supervisor
Official university transcripts from all schools attended
Masters degree
A graduate cumulative GPA of at least 3.5 (all graduate coursework)
Vita
At least 3 to 5 years of professional experience in higher education
Competitive GRE scores with minima scores:

      GRE Verbal   151
      GRE Quantitative   142
      Writing:   3.5

**10) Curriculum (See the form below this series of questions and please complete.)**
   a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.

| CEPD | 9210 | History of Higher Education | 3 | New |
|------|------|-----------------------------|---|-----|
| CEPD | 9211 | Organizational Theory | 3 | New |
| CEPD | 9212 | Advanced Seminar in Leadership | 3 | New |
| CEPD | 9213 | Critical Issues and Trends in Higher Education | 3 | New |
| CEPD | 9214 | Analysis of Higher Education Literature | 3 | New |
| CEPD | 9215 | Advanced Legal Issues and Policy Analysis | 3 | New |
| CEPD | 9216 | Values and Ethics in Higher Education Leadership | 3 | New |
| CEPD | 9217 | Diversity Issues in Higher Education | 3 | New |
| CEPD | 9218 | Higher Education Finance and Advancement | 3 | New |
| CEPD | 9219 | Governance in Higher Education | 3 | New |
| CEPD | 9220 | Enrollment Management | 3 | New |
| CEPD | 9221 | Qualitative Research in a Higher Education Environment | 3 | New |
| CEPD | 9222 | Quantitative Research in a Higher Education Environment | 3 | New |
| CEPD | 9223 | Applied Research Practices | 3 | New |
| CEPD | 9224 | Institutional Assessment and Program Effectiveness | 3 | New |
| CEPD | 9225 | Directed Doctoral Research | 3 | New |
| CEPD | 9199 | Dissertation | 12 | |

These courses were entered into the Course Management System on January 9 and are currently going through the approval process per UWG guidelines.

b)  Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course.  Indicate the word "new" beside new courses.
Please see Appendix A

c)  List and reference all course prerequisites for required and elective courses within the program.  Include the course prefixes, numbers, titles, and credit hour requirements.

CEPD 9223 Applied Research Practices (3) will require students to successfully complete:
CEPD 9221 Qualitative Research in a Higher Education Environment (3)
CEPD 9222 Quantitative Research in a Higher Education Environment (3)

d)  State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

**60 credit hours to complete the plan of study.**

e)  Program of Study Form

Please see Appendix B

f)  If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number.  External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Dr. Tony Cawthon
Alumni Distinguished Professor Emeritus
cawthot@clemson.edu
(864) 656-5100
Clemson University

Dr. Nathaniel Bray
Associate Professor
nbray@ua.edu
(205) 348-1159
University of Alabama

Dr. Jorg Vianden
Associate Professor
jvianden@uwlax.edu
(608) 785-6870
University of Wisconsin – La Crosse

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Phyllis McCluskey-Titus
Professor
pamcclu2@ilstu.edu
(309) 438-3923
Illinois State University

g) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

No internships will be required.

h) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

Please see Appendix C

11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

N/A

12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

This program aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought, and teach them to understand, analyze, and utilize literature to influence decisions in higher education. Additionally, our students will be able to conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions. Students who graduate this program will be able to understand the intricacies and nuances of higher education finance and advancement. Our students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

13) **Assessment and Quality**: Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

The College of Education at the University of West Georgia has an extensive assessment system designed to evaluate the quality of COE programs. The Ed.D. in Higher Education Administration will abide by this system. Therefore, each class will have a key assignment that is designed to measure the students' learning as it relates to the course objectives as well as at least one of the program objectives. The key assignment is evaluated by the instructor on a 4 point scale and reviewed at the end of the year with all

of the other key assignment data. Based on these data, adjustments and action plans will be made to ensure the quality of the program.

Appendix D is the curriculum map that demonstrates the three phase assessment process. The first phase includes an evaluation of our admission's scores. Each year we will assess the average quantitative scores to determine whether we are exceeding our minimum scores.

The second phase includes aligning classes with program outcomes. Each class assigned to a program objective will have an assignment designed by the instructor to measure that specific program objective – the key assignment as described above. Some classes are assigned to multiple objectives. The assignments will be evaluated in our assessment management software (TK20). The data are reviewed at the beginning of every year to ascertain whether the program objectives are being met. Based on this information, recommendations are made to improve the overall scores on the four-point rubric, which aligns with the program objectives.

The third phase includes ongoing assessment efforts based on programmatic needs. This can include exit interviews and surveys to determine overall satisfaction with the program. Additionally, course evaluations will be reviewed to determine instructor effectiveness. This information will provide additional data to make data-driven decisions as we move the program forward.

14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

N/A

15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.
   a) Will enrollments be cohort-based?  Yes__X__ or  No_____  (place an X beside one)
   b) Explain the rationale used to determine enrollment projections.
      The enrollment projections were based off of the ideal size for doctoral education and on the current enrollment numbers of UWG's online doctoral programs. Currently, the EDSI School Improvement online Ed.D. receives approximately 90 to 100 applications with about 10% of those applications coming from individuals employed in higher education. With a concerted effort to market and advertise the online nature of this program, we anticipate a large demand allowing us to selectively choose between 10 and 15 students per year. Until we are able to gain momentum, we believe the cohort will start out small and then grow, as we are able to establish the program.

|  | First FY | Second FY | Third FY | Fourth FY |
|---|---|---|---|---|
| **I.  ENROLLMENT PROJECTIONS** |  |  |  |  |
| **Student Majors** |  |  |  |  |

| | | | |
|---|---|---|---|
| Shifted from other programs | 0 | 0 | 0 | 0 |
| New to the institution | 10 | 12 | 12 | 15 |
| **Total Majors** | 10 | 12 | 12 | 15 |
| | | | | |
| **Course Sections Satisfying Program Requirements** | | | | |
| Previously existing | 0 | 8 | 19 | 20 |
| New | 8 | 8 | 0 | 0 |
| **Total Program Course Sections** | 8 | 16 | 19 | 20 |
| | | | | |
| **Credit Hours Generated by Those Courses** | | | | |
| Existing enrollments | | 240 | 726 | 1224 |
| New enrollments | 240 | 288 | 288 | 360 |
| **Total Credit Hours** | 240 | 528 | 1014 | 1584 |

The Course Sections Satisfying Program Requirements were based on year to year projections of courses added to the program. In the First FY, there will be 8 courses required to successfully complete (Fall to Summer). All of these courses will be new. In the second FY, we will have 8 courses previously offered from FY1 with 8 additional courses being added that are necessary for students to successfully complete the POS. In FY3, we will offer 16 courses from FY1 and FY2 as well as begin offering 3 currently existing courses. In FY4, students will only need to take 1 course, which is currently existing. Based on the matriculation of students, cohort sizes, and dissertation work, we were able to calculate the credit production with the assumption of 100% matriculation.

16) Faculty

    a) Provide the total number of faculty members that will support this program: _16___

    b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

| Faculty Name | Rank | Courses Taught (including term, course number & title, credit hours (D, UN, UT, G) | Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed) | Current Workload | Other Qualifications & Comments (related to courses taught) |
|---|---|---|---|---|---|
| Dr. Mark Parrish (F) | Associate Professor, (Department Chair) | CEPD-6131, ,(Counseling Theories), 3, G, CEPD-6182 (Internship: Prof Counseling) , 3, G, | B.B.A, Marketing Management, Armstrong State College, 1976 M.Ed., Community Counseling, University of West Georgia, 2002 | 1/1 | |

| | | CEPD-6185 (Internship:Community Counsel) , 3, G, CEPD-6186 (Internship:School Counseling) , 3, G, CEPD-6189 (Practicum:Community Counseling) , 3, G, CEPD-7112 (Career Counseling) CEPD-7155 (Subst Abuse/Addict: Prev & Tre) , 3, G, CEPD-7181 (Spirituality in Counseling) , 3, G, CEPD-8171 (Current Issues in Coun/Supvsn) , 3, G, CEPD-8189 (Advanced Internship) CEPD-9184 , 3, G, (Doctoral Counseling Seminar) , 3, G, CEPD-9185 (Doctoral Seminar-Advocacy) , 3, G, CEPD-9186 (Doctoral Internship) CEPD-9199 (Dissertation) , 3, G, | Ed.S., Community Counseling, University of West Georgia, 2004 Ph.D., Counselor Education and Supervision, Auburn University, 2008 | | |
|---|---|---|---|---|---|
| Dr. Matt Varga (F) | Assistant Professor, Director EdD. Program in Professional Counseling and Supervision | CEPD 6172 Student Development Theory, 3, G, Fall; CEPD 6175 Practicum, 3, G, Spring and Summer; CEPD 6178 American College Student, 3, G, Spring; CEPD 7152 Research, 3, G, Summer; CEPD 6176 Legal Issues, 3, G, Spring; CEPD 6179 Capstone, 3, G, Spring | Ph.D. in Higher Education Administration, University of Tennessee M.S. in College Student Personnel, University of Tennessee B.A. in Philosophy, Christopher Newport Universtiy  Coursework and Specialty in: Higher Education Administration and College Student Affairs | 1/1 | Dr. Varga will serve as the Director of the Higher Education Administration program. |
| Dr. Ryan Bronkema (F) | Assistant Professor | CEPD 6172, Foundations, 3, G, Fall; CEPD 6140 Counseling Skills, 3, G, Fall; CEPD 7153 Crisis and Trauma, 3, G, Fall; CEPD 7145 Advocacy and | B.B.A, Business Administration, Western Michigan Universiy, 2002 M.S., Counseling in Higher Education, The University of Wisconsin - Oshkosh, 2006 | 3/3 | |

| | | | | | |
|---|---|---|---|---|---|
| | | Leadership, 3, G, Summer | Ph.D., Higher Education Administration, Bowling Green State University, 2014Coursework and Specialty in: Higher Education Administration and College Student Affairs | | |
| Existing Vacant Line (F) | | | | 3/3 | An individual that can support the program in terms of diversity education and leadership. |
| Existing Vacant Line | | | | | Currently a counselor education line that can support higher education administration |
| New Hire 2019 (F) | | | | 3/3 | An individual with Higher Education Administration background and expertise. |
| Dr. Scot Lingrell (P) | Adjunct | CEPD 6174 Higher Education Administration, 3, G | B.A., Communication, Bowling Green State University, 1988<br>M.A., College Student Personnel, Bowling Green State University, 1992<br>M.A., Guidance and Counseling, Bowling Green State University, 1992<br>Ph.D., Higher Education Administration, Ohio University, 2004<br><br>Coursework and Specialty in: Higher Education Administration and College Student Affairs | 1/0 | Vice President of Student Affairs and Enrollment Management |
| Dr. John Head (P) | Adjunct | None | B.A., Mass Communication, Shorter College, 1987<br>MMC, Mass Communication - Broadcast Management, The University of Georgia, 1988<br>Ed.D., Educational Administration & Policy Studies with emphasis in Higher Education Administration, The University of Tennessee, 2005 | 0 | Associate Vice President of Enrollment Management |

| | | | Coursework and Specialty in: Higher Education Administration | | |
|---|---|---|---|---|---|
| Dr. Xavier Whitaker (P) | Adjunct | None | Ed.D. Higher Education Leadership, Azusa Pacific University, M.A. MACM Leadership, Friends University, B.S. Education, Southwestern College  Coursework and Specialty in: Higher Education Leadership | 0 | Associate Vice President of Student Affairs |
| Dr. Diana Mindrila (F) | Assistant Professor | Research and methodology courses  EDSI-9961 (Quantitative Research Methods), 3, G, Fall  EDSI-9964 (Advanced Research Seminar), 3, G, Fall  EDSI-9998 (Research for Doc Dissertation), 3, G, Fall  MEDT-8484 (Resrch Media & Instuct Tech), 3, G, Spring  NURS-9007 (Applied Stats Meth in Nurs), 3, G, Spring | B.S., Psychology and Educational Sciences, University of Bucharest, 2003  M.Ed., Instructional Accommodations, Francis Marion University, 2006  M.Ed., Educational Research, University of South Carolina, 2010  Ph.D., Educational Psychology and Research, University of South Carolina, 2012 | 3/3 | Methodology and research expertise |
| Dr. Frances Chumney (F) | Assistant Professor | Research and methodology courses  All graduate courses and online  CEPD-7152 (Research & Program Evaluation), 3, G, Fall  EDRS-8301 (Planning Research in Education), 3, G, Fall  EDSI-9901 (Dissertation Mentoring I), 3, G, Fall  EDSI-9902 (Dissertation Mentoring Sec 2), 3, G, Spring | B.S., Psychology, East Tennessee State University, 2007  B.S. Minor, Sociology, East Tennessee State University, 2007  M.A., Quantitative, Qualitative, and Psychometric Methods, University of Nebraska-Lincoln, 2012  Ph.D., Quantitative, Qualitative, and Psychometric Methods, University of Nebraska-Lincoln, 2013  Ph.D. Minor, Survey Research and Methodology, University of Nebraska-Lincoln, 2013 | 2/2 | Methodology and research expertise |

| | | | | | |
|---|---|---|---|---|---|
| | | EDSI-9998 (Research for Doc Dissertation) , 3, G, Spring<br>EDUC-2120 (Exp Sociocult. Persp on Div Ed) , 3, G, Fall<br>MEDT-8484 (Resrch Media & Instuct Tech), 3, G, Fall<br>NURS-9007 (Applied Stats Meth in Nurs), 3, G, Fall<br>NURS-9018 (Advanced Research Methods), 3, G, Fall | | | |
| Dr. Mary Alice Varga (F) | Assistant Professor | Research and methodology courses at all graduate level:<br><br>CEPD-7185 (Research: Quant. Analysis) , 3, G, Fall<br>CEPD-8184 (Research Quantitative Analysis) , 3, G, Fall<br>CEPD-8194 (Resch: Mixed Methods Analysis) , 3, G, Spring<br>EDRS-6342 (School and Classroom Assess)<br>EDSI-9960 (Research Design), 3, G, Spring<br>EDSI-9964 (Advanced Research Seminar), 3, G, Summer<br>EDSI-9998 (Research for Doc Dissertation), 3, G, All | B.S., Biology, Shenandoah University, 2005<br>M.Ed., College Student Personnel, Western Carolina University, 2008<br>Graduate Certificate, Evaluation, Statistics, and Measurement, The University of Tennessee, Knoxville, 2012<br>Graduate Certificate, Qualitative Research Methods in Education, The University of Tennessee, Knoxville, 2012<br>Ph.D., Educational Psychology and Research, The University of Tennessee, Knoxville, 2013 | 3/3 | Methodology and research expertise |
| Dr. Dianne Hoff (F) | Dean | All graduate level courses:<br><br>EDLE-6316 (School Law and Ethics), 3, G, Fall<br>EDSI-9925 (Policy Analysis for Sch Impr) | B.S., Secondary Education: English, Indiana University, 1974<br>M.S., Secondary Education: English, Indiana University, 1978<br>Educational Administration (Urban | 1/0 | Legal and Law expertise in higher education |

| | | EDSI-9998 (Research for Doc Dissertation), 3, G, Spring | Administration and School Law), University of Louisville, 1998 | | |
|---|---|---|---|---|---|
| Dr. Markesha Henderson (F) | Assistant Professor | EDSI-9998 (Research for Doc Dissertation), G, 3, Fall SPMG-3665 (Communication in Sport), U, 3, Spring SPMG-4584 (Pre-Intern Sem in Sport Mgmt). U, 3, Fall SPMG-4685 (Social Media in Sport), U, Spring, 3 SPMG-4686 (Internship), U, Spring 3 | B.A., Journalism, University of Wisconsin - Madison, 1999 B.A., Communication Arts, University of Wisconsin - Madison, 1999 M.S., Sport Administration, Georgia State University, 2003 Ed.D., Higher Education Administration, The George Washington University, 2013 | 3/3 | Higher Education training and expertise in Qualitative Research |
| Dr. Kyle Marrero | President | | | 0 | His expertise in higher education governance would make him an invaluable asset to students in this program. |

*F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate*

c) Explain how faculty workloads will be impacted by the proposed new program.

With the addition of the two faculty members to support the program, one current vacancy and newly requested position, the workloads of other faculty will not be impacted. The adjuncts will be able to support with classes that are in their specialties as leaders in higher education. Dr. Matt Varga will shift his current focus from the master's program to the Ed.D. in Higher Education Administration. Additionally, our research courses could be supported by the Leadership, Research, and School Improvement Department in addition to new faculty hires. This would reduce the overall workload for faculty within the program.

d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

After the program is established for the first year, we will submit a request for an additional faculty member that is supported by the tuition generated from the

program. We would advertise the position over a national listserv that consists of faculty all over the country. We would like to add the faculty member by 2019 to help support additional courses added for that term. This program is devised to be self-supportive and no funds will be transferred from another department. This faculty member, in addition to the three current faculty members in the College Student Affairs program, will be able to cover the courses with a 3/3 load in addition to adjunct faculty from Student Affairs and Enrollment Management.

17) **Fiscal and Estimated Budget**
   a) Describe the resources that will be used specifically for the program.

   With the program being fully online, we plan to utilize current academic learning management resources available at the institutional and system level including library resources and online management systems.

   b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following**:

   c) For Expenditures:
      i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

         We have numerous faculty and professionals that can support the proposed program. This program would be offered online and would utilize current infrastructure available at the institution such as the course management system, smart thinking, etc. Additionally, as part of the USG system, we would not need additional library resources, as we would have the necessary resources currently available online for our students. We would be able to utilize current support staff for the program.

      ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

         The program does not require reassigning faculty.

   d) For Revenue:
      i. If using existing funds, provide a specific and detailed plan indicating the following three items:  source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.
      ii. Explain how the new tuition amounts are calculated.

The projected tuition amounts were calculated using the current graduate tuition rate, plus E-tuition, times the projected credit hour production based on 10, 12, 12, and 15 students per fiscal year, collectively.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

There are no anticipated student or program fees.

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

To assist with the growing cost of supporting doctoral dissertations, we have added a $50 tuition differential fee per credit hour. This $50 addition will cover the financial support needed to compensate faculty working on doctoral dissertations and admin support for this process. Please see the operating costs section for a breakdown of the compensation model for faculty working on dissertations.

e) When Grand Total Revenue is not equal to Grand Total Costs:

i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

The grand total revenue exceeds the expense grand total.

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

The first year would be all new income with minimum expenses by utilizing current faculty. Considering the program is online, we would be able to utilize current e-tuition funds to cover the shortfall occurred if enrollment projections are not met.

**Revenues and Expenditures by Category**

Expenditures
1. Personnel New Position
   a. We are forecasting a new position needed to help support the Doctoral Program, which would include a base salary of $55,000, plus fringe benefits at 33% and $1,000 for travel and professional development. We are also estimating an increase in base salary at 3% for each year beginning in year 2019. There would not be any reassigning of current positions.

      We added $10,000 for a stipend to the Director of the program, which is listed under administrators.
2. Start Up Costs
   a. Equipment
      i. We project a one-time cost of purchasing a computer for the new faculty member at $2,000.
   b. Library
      i. Additionally, library and online resources for the USG system would meet the needs for the program.
   c. Institutional Resources
      i. As an online program, we would require access to our online management system and online library resources, all of which are provided to students through their mandatory student fees.
3. Operating Costs
   a. Supplies
      i. We anticipate needing supplies for marketing and recruitment as well additional office supplies. We believe $1,000/yr is enough to accommodate marketing and recruitment materials.
   b. Equipment
      i. N/A
   c. Travel
      i. As mentioned earlier, we anticipate the new faculty member to receive $1,000 a year in travel funds.
   d. Other:
      i. We are requesting $2,000 to help fund orientation for new students.
   e. Dissertation Support Compensation
      i. We are projecting compensation for chairs and committee members to work on dissertations. We would see the first expenses for committee compensation in the third fiscal year. We are proposing the following compensation model for dissertation support:

| Chair | | Cohort 1 | Cohort 2 |
|---|---|---|---|
| $500 | Proposal Development | Fall FY3 | Fall FY4 |
| $500 | Student successfully defends proposal | Spring FY3 | Spring FY4 |
| $500 | Student successfully defends dissertation | FYear 4 | FYear 5 |

| Committee | | Cohort 1 | Cohort 2 |
|---|---|---|---|
| $250 | Proposal Development | Fall FY3 | Fall FY4 |
| $250 | Student successfully defends proposal | Spring FY3 | Spring FY4 |
| $250 | Student successfully defends dissertation | FYear 4 | FYear 5 |

Based on this model and the assumption enrollment projections are met as well as there is 100% matriculation, we calculated $10,000 for chair compensation ($500 [fall] + $500 [spring] X 10 Chairs). We utilized the same assumptions and formula for the committee members with the understanding we would have two committee members per committee. Therefore, the formula used to budget $10,000 for committees was ($250 [fall] + $250 [spring] X 20 Committee Members). This accounted for $20,000 in dissertation compensation beginning in the Third Fiscal Year.

The fourth fiscal year included the 10 students from cohort 1 with the assumption they have made satisfactory progress and have all been retained. The formula to budget for chair compensation included ($500 [Summer/Fall] X 10 Chairs) with a projected cost of $5,000 and the committee compensation formula was ($500 [Summer/Fall] X 20 Committee Members) with a projected cost of $5,000. This resulted in a projected dissertation compensation cost of $10,000 in the fourth fiscal year for the first cohort progressing through the program. In addition to the $10,000 for the first cohort, the fourth fiscal year would include the second cohort at a projected enrollment of 12 students. We held the same assumptions regarding progress and matriculation. We budgeted $24,000 for dissertation support using the following formulas: ($500 [fall] + $500 [spring] X 12 Chairs = $12,000) and ($250 [fall] + $250 [spring] X 24 Committee Members = $12,000). We added the projected cost from the first cohort to the projected cost for the second cohort in the fourth fiscal year, which totaled $34,000.

Revenue
1. New Tuition
   a. With an enrollment projection of 10 new students for the first fiscal year, we anticipate $53,280 in tuition ($222 per credit hour for 240 credits). The new tuition would increase each year, as we would increase our enrollment for the cohort based program by 12 for FY2 and FY3 and 15 for FY4. We anticipate, based on credit hour production, by FY4 we would produce approximately 1584 credits at $222 a credit hour.
2. Other Tuition
   a. In addition to the new tuition, as an online program, students will be assessed an E-Tuition fee of $90 per credit hour as well as a request for differential tuition at $50/per credit hour.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

| I. EXPENDITURES | First FY Dollars | Second FY Dollars | Third FY Dollars | Fourth FY Dollars |
|---|---|---|---|---|
| **Personnel – reassigned or existing positions** | | | | |
| Faculty (see 15.a.ii) | | | | |
| Part-time Faculty (see 15 a.ii) | | | | |
| Graduate Assistants (see 15 a.ii) | | | | |
| Administrators(see 15 a.ii) | $10,000.00 | $10,000.00 | $10,000.00 | $10,000.00 |
| Support Staff (see 15 a.ii) | | | | |
| Fringe Benefits | | | | |
| Other Personnel Costs | | | | |
| *Total Existing  Personnel Costs* | $10,000.00 | $10,000.00 | $10,000.00 | $10,000.00 |
| *EXPENDITURES (Continued)* | | | | |
| **Personnel – new positions (see 15 a.i)** | | | | |
| Faculty | | $55,000.00 | $56,650.00 | $58,349.50 |
| Part-time Faculty | | | | |
| Graduate Assistants | | | | |
| Administrators | | | | |
| Support Staff | | | | |
| Fringe Benefits | | $18,150.00 | $18,694.50 | $19,255.34 |
| Other personnel costs | | | | |
| *Total New Personnel Costs* | | $73,150.00 | $75,344.50 | $77,604.84 |
| | | | | |
| **Start-up Costs (one-time expenses) (see 15 a.i)** | | | | |
| Library/learning resources | $   - | $   - | $- | $- |
| Equipment | | $4,000.00 | | |
| Other | | | | |
| | | | | |
| Physical Facilities:  construction or renovation (see section on Facilities) | | | | |
| *Total One-time Costs* | | $4,000.00 | | |
| | | | | |
| **Operating Costs (recurring costs – base budget) (see 15 a.i)** | | | | |
| Supplies/Expenses | $1,000.00 | $1,000.00 | $ 1,000.00 | $ 1,000.00 |
| Travel | | $1,000.00 | $ 1,000.00 | $ 1,000.00 |

| | | | | |
|---|---|---|---|---|
| Equipment | | | | |
| Library/learning resources | | | | |
| Dissertation Support Compensation | $ - | $ - | $20,000.00 | $34,000.00 |
| Other (Orientation) | $2,000.00 | $2,000.00 | $2,000.00 | $2,000.00 |
| *Total Recurring Costs* | $3,000.00 | $4,000.00 | $24,000.00 | $38,000.00 |
| | | | | |
| *GRAND TOTAL COSTS* | $13,000.00 | $91,150.00 | $109,344.50 | $125,604.84 |
| | | | | |
| **III.  REVENUE SOURCES** | | | | |
| **Source of Funds** | | | | |
| Reallocation of existing funds (see 15 b.i) | | | | |
| New student workload | | | | |
| New Tuition (see 15 b.ii) | $53,280.00 | $117,216.00 | $225,108.00 | $351,648.00 |
| Federal funds | | | | |
| Other grants (see 15 b.iv) | | | | |
| Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.). | | | | |
| E Tuition | $21,600.00 | $47,520.00 | $91,260.00 | $142,560.00 |
| **Other Fees** | | | | |
| Tuition Differential ($50) | $12,000.00 | $26,400.00 | $50,700.00 | $79,200.00 |
| New state allocation requested for budget hearing | | | | |
| | | | | |
| *GRAND TOTAL REVENUES* | $86,880.00 | $191,136.00 | $367,068.00 | $573,408.00 |
| | | | | |
| **Nature of Revenues** | | | | |
| Recurring/Permanent Funds | | | | |
| One-time funds | | | | |
| | | | | |
| **Projected Surplus/Deficit** (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii). | $73,880.00 | $101,986.00 | $257,723.50 | $447,803.17 |

**18) Facilities/Space Utilization for New Academic Program Information**

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Facilities Information — Please Complete the table below.

|  |  | Total GSF |  |
|---|---|---|---|
| **a.** | **Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.** |  |  |
| **b.** | **Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)** |  |  |
|  | **Type of Space** |  | **Comments** |
| i. | Construction of new space is required (x).-→ | N/A |  |
| ii. | Existing space will require modification (x). → | N/A |  |
| iii. | If new construction or renovation of existing space is anticipated, provide the justification for the need. |  |  |
| iv. | Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact. |  |  |
| v. | Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding. |  |  |
| vi. | Indicate whether existing space will be used. | Yes | As an online program, we will only need space for new faculty. |
|  |  |  |  |
| **c.** | **If new space is anticipated, provide information in the spaces below for each category listed:** |  |  |
| i. | Provide the estimated construction cost. |  |  |
| ii. | Provide the estimated total project budget cost. |  |  |
| iii. | Specify the proposed funding source. |  |  |
| iv. | What is the availability of funds? |  |  |
| v. | When will the construction be completed and ready for occupancy? (Indicate semester and year). |  |  |
| vi. | How will the construction be funded for the new space/facility? |  |  |
| vii. | Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority? |  |  |
|  |  |  |  |
| **d.** | **If existing space will be used, provide information in the space below.** |  |  |
|  | Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main |  |  |

| | campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use. |
|---|---|
| | Carrollton: Education Annex (2nd Floor) |
| | As an online program, there is only a need for office space for faculty. |

| e. | List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.) | | | |
|---|---|---|---|---|
| i. | **No. of Spaces** | **Type of Space** | **Number of Seats** | **Assignable Square Feet (ASF)** |
| | | Classrooms | | |
| | | Labs (dry) | | |
| | | Labs (wet) | | |
| | | Meeting/Seminar Rooms | | |
| | | Offices | | |
| | | Other (specify) | | |
| **Total Assignable Square Feet (ASF)** | | | | |

| ii. | If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location. |
|---|---|
| | |

| **Chief Business Officer or Chief Facilities Officer Name & Title** | **Phone No.** | **Email Address** |
|---|---|---|
| | | |
| | **Signature** | |

*Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.*

# Appendix A

| Year | Time | Course / Title / Semester Hours | Hours |
|------|------|---------------------------------|-------|
| **Year 1** | **Fall** | • CEPD 9210 History of Higher Education **(new)**<br>• CEPD 9212 Advanced Seminar in Leadership  **(new)**<br>• CEPD 9211 Organizational Theory **(new)** | 3<br>3<br>3 |
| | **Spring** | • CEPD 9213 Critical Issues and Trends in Higher Education **(new)**<br>• CEPD 9214 Analysis of Higher Education Literature  **(new)**<br>• CEPD 9215 Advanced Legal Issues and Policy Analysis **(new)** | 3<br>3<br>3 |
| | **Summer** | • CEPD 9216 Values and Ethics in Higher Education Leadership **(new)**<br>• CEPD 9217 Diversity Issues in Higher Education **(new)** | 3<br>3 |
| **Year 2** | **Fall** | • CEPD 9219 Governance in Higher Education **(new)**<br>• CEPD 9222 Quantitative Research in a Higher Education Environment **(new)**<br>• CEPD 9218 Higher Education Finance and Advancement **(new)** | 3<br>3<br><br>3 |
| | **Spring** | • CEPD 9220 Enrollment Management **(new)**<br>• CEPD 9224 Institutional Assessment and Program Effectiveness  **(new)**<br>• CEPD 9221 Qualitative Research in a Higher Education Environment **(new)** | 3<br>3<br><br>3 |
| | **Summer** | • CEPD 9223 Applied Research Practices **(new)**<br>• CEPD 9225 Directed Doctoral Research **(new)** | 3<br>3 |
| **Year 3** | **Fall** | • CEPD 9199 Dissertation | 3 |
| | **Spring** | • CEPD 9199 Dissertation | 3 |
| | **Summer** | • CEPD 9199 Dissertation | 3 |
| **Year 4** | **Fall** | • CEPD 9199 Dissertation | 3 |
| | **Spring** | | |
| | | | 60 |

# Appendix B

| Higher Education Administration, Ed.D. | | | | |
|---|---|---|---|---|
| **CURRICULUM** | **HRS** | **GR** | **Semester** | **SUB** |
| **First Fall Semester** | | | | |
| CEPD 9210 History of Higher Education (new) | 3 | | | |
| CEPD 9212 Advanced Seminar in Leadership (new) | 3 | | | |
| CEPD 9211 Organizational Theory (new) | 3 | | | |
| | | | | |
| **First Spring Semester** | | | | |
| CEPD 9213 Critical Issues and Trends in Higher Education (new) | 3 | | | |
| CEPD 9214 Analysis of Higher Education Literature  (new) | 3 | | | |
| CEPD 9215 Advanced Legal Issues and Policy Analysis (new) | 3 | | | |
| | | | | |
| **First Summer Semester** | | | | |
| CEPD 9216 Values and Ethics in Higher Education Leadership (new) | 3 | | | |
| CEPD 9217 Diversity Issues in Higher Education (new) | 3 | | | |
| | | | | |
| **Second Fall Semester** | | | | |
| CEPD 9219 Governance in Higher Education (new) | 3 | | | |
| CEPD 9222 Quantitative Research in a Higher Education Environment (new) | 3 | | | |
| CEPD 9218 Higher Education Finance and Advancement (new) | 3 | | | |
| | | | | |
| **Second Spring Semester** | | | | |
| CEPD 9220 Enrollment Management (new) | 3 | | | |
| CEPD 9224 Institutional Assessment and Program Effectiveness  (new) | 3 | | | |
| CEPD 9221 Qualitative Research in a Higher Education Environment  (new) | 3 | | | |
| | | | | |
| **Second Summer Semester** | | | | |
| CEPD 9223 Applied Research Practices (new) | 3 | | | |
| CEPD 9225 Directed Doctoral Research (new) | 3 | | | |
| | | | | |
| **Third Fall Semester** | | | | |
| CEPD 9199 Dissertation | 3 | | | |
| | | | | |
| **Third Spring Semester** | | | | |
| CEPD 9199 Dissertation | 3 | | | |
| | | | | |
| **Third Summer Semester** | | | | |

| | | | | |
|---|---|---|---|---|
| CEPD 9199 Dissertation | 3 | | | |
| | | | | |
| **Fourth Fall Semester** | | | | |
| CEPD 9199 Dissertation | 3 | | | |
| **Total Hours** | **60** | | | |

**COMMENTS:**

ONE-STEP ACADEMIC PROGRAM PROPOSAL

# Appendix C

| Core Courses List | NASPA/ACPA Competency |
| --- | --- |

**CEPD 9210 History of Higher Education**          **Values, Philosophy, and History**

**Credits: 3**

A review of the historical progression of higher education and an introduction into the contemporary issues confronting higher education today with a focus on the relationship between the historical perspectives of higher education and its relationship to current practice.

**CEPD 9211 Organizational Theory**          **Organizational and Human Resources**

**Credits: 3**

Review of organizational theories that contribute to the development of human capital and effective operating systems.

**CEPD 9212 Advanced Seminar in Leadership**          **Leadership**

**Credits: 3**

Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades.  Literature and theory will be reviewed to inform students of the individual role of leadership and its ability to envision, plan, and affect change in organizations and persons.

**CEPD 9213 Critical Issues and Trends in Higher Education**          **Values, Philosophy, and History**

**Credits: 3**

Utilizing a historical perspective of higher education, students will review critical issues affecting higher education. Students will think critically about these issues and develop a plan using theory and literature to address a critical issue in higher education.

**CEPD 9214 Analysis of Higher Education Literature**          **Assessment, Evaluation, and Research**

**Credits: 3**

The literature in higher education is vast and this course is designed to introduce students to that literature in a way that not only informs their practice, but also helps them evaluate the literature from an analytical lens. By reviewing the literature, this course will also afford students the opportunity to begin evaluating resources for the dissertation.

**CEPD 9215 Advanced Legal Issues and Policy Analysis**  **Law, Policy, and Governance**

**Credits: 3**

Review and analyze current legal issues and public policy influencing higher education with an emphasis on the method of analysis and interpretation of the legal issue and public policy as it is applied to higher education.

**CEPD 9216 Values and Ethics in Higher Education Leadership**          **Personal and Ethical Foundations**

**Credits: 3**

Involves knowledge, skills, and dispositions that connect the values and ethics of the student affairs profession to one's current professional practice.

**CEPD 9217 Diversity Issues in Higher Education        Social Justice and Inclusion**

**Credits: 3**

Consideration of the process and goal for including knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups in a higher education setting while seeking to address and acknowledge the issues of oppression, privilege, and power.

**CEPD 9218 Higher Education Finance and Advancement        Organizational and Human Resources**

**Credits: 3**

The development and management of finances, capital projects, and university advancement is the focus of this course. Budget development and project management is also included.

**CEPD 9219 Governance in Higher Education     Law, Policy, and Governance**

**Credits: 3**

Application of organizational theory as it relates to the governance structure of higher education. Governance topics include, but are not limited to, various reporting structures in the world as it relates to governance of higher education, human capital, formal evaluation of staff, and use of physical resources to enhance current organizational structures in higher education.

**CEPD 9220 Enrollment Management                None**

**Credits: 3**

Enrollment management strategies and theories in higher education that facilitate practice in the areas of retention, progression, and graduation.

## Research Courses

**CEPD 9221 Qualitative Research in a
Higher Education Environment                Assessment, Evaluation, and Research**

**Credits: 3**

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources relevant to a higher education environment. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate issues in colleges and universities. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data.

**CEPD 9222 Quantitative Research in
a Higher Education Environment                Assessment, Evaluation, and Research**

**Credits: 3**

This course introduces the graduate student to basic methods of empirical inquiry used in higher education. Quantitative research designs commonly used in higher education are emphasized. Students will learn how to select samples, identify appropriate measurement instruments, analyze data descriptively, and apply a variety of inferential statistical tests to answer research questions.

**CEPD 9223 Applied Research Practices**     **Assessment, Evaluation, and Research**

**Credits: 3**

Utilizing content from previous research courses, this class will emphasize the application of research practices to higher education utilizing qualitative and quantitative research designs.

**CEPD 9224 Institutional Assessment and**     **Assessment, Evaluation, and Research**
**Program Effectiveness**

**Credits: 3**

Interpreting data sets as they relate to colleges and universities will be analyzed as well as strategies that determine whether programs are effective in meeting their stated goals and objectives.

## Dissertation and Support (15)

**CEPD 9225 Directed Doctoral Research**

**Credits: 3**

Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration and interpretation of research literature for the dissertation.

**CEPD 9199 Dissertation Credits**

**Credits: 3**

The dissertation experience requires the designing and conducting of an independent scholarly inquiry guided by a faculty dissertation committee.

# Appendix D

| | Program Learning Outcomes | | | | | | | | Measure(s)/Evidence | When Collected | Due Date | When Analyzed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Outcome 1: | Outcome 2: | Outcome 3: | Outcome 4: | Outcome 5: | Outcome 6: | Outcome 7: | | | | | |
| **Program Outcomes** | Candidates will appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought | Candidates will understand, analyze, and utilize literature to influence decisions in the work environment | Candidates will conduct or review institutional assessments to analyze policy and program effectiveness in order to make data driven decisions | Candidates will understand the roles, functions, and interrelationships among a college's or university's major constituents, including students, faculty, staff, alumni, and trustees. | Candidates will understand the intricacies and nuances of institutional finance and capital management in a higher education environment | Candidates will identify personal values and ethics that influence their practice | Candidates will understand and identify legal issues and consequences affecting practice in higher education | | | | | |
| **Phase 1: Admissions Scores** | | | | | | | | Personal narrative | on admission | N/A | on admission |
| | | | | | | | | Letters of recommendation | on admission | N/A | on admission |
| | | | | | | | | Faculty Interview | on admission | N/A | on admission |
| | | | | | | | | GPA | on admission | N/A | on admission |
| | | | | | | | | Resume | on admission | N/A | on admission |
| | | | | | | | | GRE | on admission | N/A | on admission |
| **Phase 2: Classes and Assignments used to assess** | CEPD 9210 History of Higher Education | CEPD 9214 Analysis of Higher Education Literature | CEPD 9221 Qualitative Research in Higher Education | CEPD 9219 Governance in Higher Education | CEPD 9218 Higher Education Finance and Advancement | CEPD 9216 Values and Ethics in Higher Education Leadership | CEPD 9215 Advanced Legal Issues and Policy Analysis | TBD by instructor | TBD by instructor | TBD by instructor | TBD by instructor |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Program Objectives** | CEPD 9213 Critical Issues in Higher Education | CEPD 9225 Directed Doctoral Research | CEPD 9222 Quantitative Research in Higher Education | CEPD 9211 Organizational Theory | | CEPD 9212 Advanced Seminar in Leadership | | TBD by instructor | TBD by instructor | TBD by instructor | TBD by instructor |
| | CEPD 9214 Analysis of Higher Education Literature | CEPD 9199 Dissertation | CEPD 9223 Applied Research Practices | CEPD 9218 Higher Education Finance and Advancement | | CEPD 9217 Diversity in Higher Education | | TBD by instructor | TBD by instructor | TBD by instructor | TBD by instructor |
| | CEPD 9217 Diversity Issues in Higher Education | | CEPD 9224 Institutional Assessment and Program Effectiveness | CEPD 9220 Enrollment Management | | | | TBD by instructor | TBD by instructor | TBD by instructor | TBD by instructor |
| **Phase 3: Ongoing Follow-Up (Program Evaluation)** | | | | | | | | | | | |
| CAS Learning Domain | Knowledge acquisition, integration, construction, and application; Practical competence | Knowledge acquisition, integration, construction, and application; Cognitive complexity | Knowledge acquisition, integration, construction, and application; cognitive complexity | Cognitive Complexity, interpersonal competence; | Knowledge acquisition, integration, construction, and application; cognitive complexity | Intrapersonal development; interpersonal competence; humanitarianism and civic engagement | Knowledge acquisition, integration, construction, and application; cognitive complexity | | | | |
| NASPA/ACPA Competency | Values, Philosophy, and History; Assessment, Evaluation and Research, Social Justice and Inclusion | Assessment Evaluation and Research | Assessment Evaluation and Research | Organizational and Human Development' Law, Policy, and Governance | Organizational and Human Development | Values, Philosophy, and History | Law, Policy, and Governance | | | | |