

**Masters In Education: Higher Education Leadership**

School of Education and Human Services

Department of Educational Leadership

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## **ABSTRACT**

The following proposal is to establish a new masters degree program within the Department of Educational Leadership (DEL) with a focus on Higher Education Leadership. This program, although situated in DEL, is offered in collaboration with the Department of Counseling.

Currently the DEL offers two masters degrees for professionals in K-12 education; this proposal is for a third program for students preparing for a career or further study in higher education administration. Please see [Appendix A](#) for an illustration of how this proposal fits within the established degree programs of the department.

This proposed Masters Degree would complement two existing Masters Degree Programs offered by the department for students pursuing career opportunities as leaders in K-12 education: the Masters in Education: Educational Leadership (for those preparing as elementary and secondary school principals) and the Masters in Education: Teacher Leadership (for those preparing as teacher and curriculum leaders). Students who graduate from Educational Leadership masters program are eligible for Michigan Department of Education Basic Administrative Certification. The proposed new program would serve a growing interest by prospective students interested in leadership in the higher education setting.

The Department of Educational Leadership already offers a PhD Cognate in Higher Education and a Post-masters Certificate Program in Higher Education. Both programs have been very successful in attracting high quality students who, after completing our programs, have gone on to fill positions of leadership at many in and out-of-state colleges and universities. Students and graduates include a college president, vice president, deans, mid level administrators, and faculty of higher education. While the existing programs meet the needs of mid career individuals wishing to advance and improve their leadership and administrative abilities, the proposed program would meet the needs of the entry level professional and those who wish to explore higher education for their vocation.

The proposed program would require 32 credit hours of study including a Capstone/Internship experience. Students would select to specialize in one of two areas of university or college leadership, academic leadership or student affairs leadership. As with all the graduate programs offered by the Educational Leadership Department, classes will be scheduled on evenings and weekends to allow working students the opportunity to pursue their graduate studies while employed, many in entry level positions in student affairs or academic affairs in higher education institutions (e.g. resident hall directors, program advisors, financial aid advisors, etc.).

The need for this program is well established both by the US Department of Labor's projected employment opportunities in higher education (Bureau of Labor Statistics, 2009) and by continual inquiries by prospective students to department members interested in such a program. Furthermore, minimal new resources are needed to offer the program as the Department has already reallocated an open faculty line and hired a fulltime faculty member to serve as program coordinator in anticipation of the start of this program.



## **RATIONALE**

### **Regional and National Need**

There is a growing need for well-prepared leaders and staff at all levels of academia. The future growth in the higher education employment market is well documented due to the pending retirements of the baby boomer generation. Increasingly, entry and mid-level positions in higher education administration require masters level preparation and some experience (Bureau of Labor Statistics, 2009; Ikenberry, 2011). Currently, there are no graduate programs in higher education leadership in Oakland, Macomb and Wayne counties. Furthermore, there are no higher education leadership programs in Michigan that emphasize social justice and diversity. The social justice emphasis is particularly important given the national commitment to having the highest proportion of students graduating from college in the world by 2020 (Obama, 2011). Using US Census data to make population projections for the first half of the 21<sup>st</sup> Century, Day (1996) asserted that the country is growing more diverse by race and Hispanic origin. Thus, in order to meet the country's higher education goals, higher education leadership must be prepared to create and sustain practices that promote inclusive learning environments.

### **Role and Mission**

The mission of the higher education program is to develop transformational leaders who meet professional standards, understand social justice practices and think critically about promoting postsecondary institutions that are optimal sites for teaching and learning. Graduates of our program will have the tools to promote principles of effective higher education practice through theory, research and praxis.

The addition of the proposed program will enhance the University's vision to prepare "students to lead and serve in the local and world communities" (*Oakland University in 2020*). As a university, we are committed to the value of education as a life long process that makes a difference in people's lives and in society. The addition of this program will help the university fulfill this mission and situate Oakland as a leading institution in the preparation of higher education administrators in Michigan.

The proposed program in Higher Education will contribute to Oakland University's vision for 2020 and strategic plan in several ways:

1. It will foster the state of Michigan's goal to enhance the college education of citizens by educating new and early career administrators in higher education;
2. It will provide the requisite education for mid- and late-career professionals who may be unemployed or underemployed to enter one of the few growing markets for employment in the next decade (a 14% growth in jobs in the higher education administrative sector is projected nationwide);
3. It will serve OU students and employees who wish to further their education and work at Oakland University;
4. It will provide quality staff development for OU employees;
5. It will help brand Oakland University as a leader in training education professionals;

6. It will serve as a feeder program to the SEHS PhD Program in Educational Leadership; and
7. As graduates enter positions in area community colleges, it will provide a natural linkage between our transfer feeder schools and our university.

The proposed program is enthusiastically endorsed by the Dean of the School of Education and Human Services (SEHS), Louis B. Gallien because it is also aligned with many of the specific SEHS goals that were part of *Oakland University in 2020*. The SEHS's principle objective is to prepare leaders, who are "capable of, and committed to, empowering others and promoting an inclusive society." Education, and especially higher education, plays a vital role in distributing opportunity in our society. Our program, with its focus on social justice, is committed to teaching students how to make institutions equitable and welcoming to all and therefore maximize opportunities, especially for previously under-represented groups.

A second important goal for Dean Gallien is the fostering of partnerships among departments and creating interdisciplinary programs. Our proposed program exemplifies this goal because it is a collaborative and interdisciplinary effort of two departments, Educational Leadership and Counseling. As such, courses will be offered by both departments.

Another priority is to engage communities of practice in the on-going development of programs. Being a higher education program situated within a research university, our students have easy access to a large collection of practitioners on campus as well as professionals off campus. These leaders will serve as mentors and internship supervisors for our students. In addition, an Advisory Board comprised of Oakland University faculty and staff and interested parties from other institutions will be established. Advisory Board members will monitor the program and advise the Program Coordinator about future directions and improvements as needed over time. OU representatives include faculty from each department and the Vice President of Student Affairs, Dr. Mary Beth Snyder. Off-campus representatives whose expertise will inform our program, will be asked to serve for one, two-year term. Please see [Appendix M](#) for text of the letter to potential Advisory Board members and the names and affiliations of those contacted.

### **Goals and Objectives**

The goals of the higher education program are designed to respond to the dynamic nature of the higher education marketplace in response to demographic changes, the global economy and the demand for well-trained higher education administrators. Specifically, students in the higher education program will have the tools needed to:

- Create post-secondary institutions capable of educating students for the knowledge economy;
- Create and sustain environments that promote social justice; and
- Apply the latest theories, research and best practices.

### Comparison with Other Programs

The design of the higher education program reflects the latest standards established by the Council for the Advancement of Higher Education Programs (CAHEP) whose mission is, “... to enrich the teaching and learning experiences of students and faculty in the Association’s constituent Higher Education Programs within North America and around the world.” In 2009, CAHEP issued the newest iteration of its “Guidelines for Higher Education Administration and Leadership Preparation Programs at the Masters Degree Level” (CAHEP, 2009). The seven “guidelines” in the document related to mission, institutional resources, and curriculum were considered carefully and incorporated into the program design. Here is a summary:

Guide-line #	Primary principle	How the proposed program meets the guideline
1	Distinctive Mission	The mission of the higher education program is to develop transformational leaders who meet professional standards, understand social justice practices and think critically about promoting postsecondary institutions that are optimal sites for teaching and learning. Graduates of our program will have the tools to promote principles of effective higher education practice through theory, research and praxis.
2	At least two faculty	We have three with a particular expertise in higher education: J. Nidiffer; S. Packard; V. T. Sulé
3	Department & School provides sufficient support	Department of Educational Leadership already supports a Post-masters certificate and PhD cognate in higher education; in addition, SEHS committed resources and support when hiring a new faculty member, V. T. Sulé
4	Program advocates for inclusive culture	We believe that all programs in the department strive for an inclusive culture, but the social justice focus of this program emphasizes it especially.
5	Program characterized by integrity, fairness & ethical behavior	Again, we believe these attributes characterize all our programs and our faculty.
6	A recommended curriculum includes: history, leadership, budgets/finance, organization, & law	All of these topics except law are included in the proposed program. In addition, other topics are included to provide the specific focus on social justice and student affairs preparation that are included in the document as other appropriate areas of study.
7	Opportunity to demonstrate praxis in capstone or other experience	Our proposal includes a capstone course with the intended purpose of asking students to apply what they have learned to professional practice.

In addition, we compared our program to similar programs at peer institutions. To do so, we consulted Laura Schartman, Director Institutional Research. She provided the following list of institutional peers:

- Cleveland State University
- Indiana State University (ISU)
- University of Akron (UA)
- University of Missouri, St. Louis
- University of Nevada, Las Vegas (UNLV)
- Wichita State University
- Wright State University

Only three of these institutions – ISU, UA, and UNLV – had comparable programs. We decided to also consult the higher education masters degree offered at Eastern Michigan University (EMU) because of its geographic proximity and likelihood of direct competition for student enrollment. Below is a chart that summarizes the results of our inquiry including the URL addresses where we obtained information. As illustrated, no two programs are identical, our program is quite comparable in terms of curricular offerings, although our program requires fewer credit hours.

<b>Institution</b>	<b>ISU</b>	<b>UA</b>	<b>UNLV</b>	<b>EMU</b>	<b>OU</b>
# of credits required	39	36	37	38	32
History	X	X	X	X	X
Introduction to HE	Embedded in 3 courses	Embedded 2 courses	Embedded in 2 courses	Embedded 2 courses	X
Leadership	Embedded in 4 courses	Embedded in 2 courses	Embedded in 3 courses	X	Embedded in 3 courses
Social Justice	X				X
Budget & Finance	X	Embedded in 4 courses	X	X	Embedded in 3 courses
Organization	Embedded in 2 courses	Embedded in 2 courses	X	X	Embedded in 2 courses
Student Affairs	Embedded in 6 courses	Embedded in 4 courses	Embedded in 2 courses	X	Embedded in 3 courses
Academic Affairs or Curriculum		X			X
Law	Embedded in 2 courses	X	X	X	Embedded in 3 courses
Special Topics			X		X
Internship	X (must register for internship 3 separate times)	Embedded in 2 courses	X	X	X
Capstone	X (thesis)	X	X		X
Additional Required Courses	-Interpersonal Communication -Group Dynamics -Professional Ethics	-research -education policy analysis -technology for administrators	-2 research design courses required -Community College Course -Intercollegiate Athletics	-Education research -Education Policy analysis	

\* “Embedded” indicates that this topic is subsumed throughout other courses

## References:

ISU – Indiana State University

- <http://www.indstate.edu/distance/sahe/sahecourses.html>
- <http://coe.indstate.edu/edlr/sahe/curriculum.htm>

UA – University of Akron

- <http://www.uakron.edu/education/academic-programs/EFL/programs/higher-ed/masters-courses.dot>

UNLV – University of Nevada, Las Vegas

- <http://education.unlv.edu/ercd/graduate/highered/core>
- <http://catalog.unlv.edu/index.php>

EMU – Eastern Michigan University

- [http://catalog.emich.edu/preview\\_program.php?catoid=9&poid=4377&returnto=543](http://catalog.emich.edu/preview_program.php?catoid=9&poid=4377&returnto=543)

Of particular importance to us, however, is how our proposed program compares to the few other programs nationally that indicate a specific focus on higher education and social justice. We provide further comparisons on this point below in the Program's Unique or Distinctive Aspects section.

## Indicators of Student Demand

Estimating student demand for a higher education program faces a unique challenge. While anyone proposing a graduate program in a discipline such as history, for example, might consult undergraduate history majors to gauge interest, there is no such major in higher education at the undergraduate level. Therefore, we employed a multipronged approach to determine student demand. First we consider various “situational indicators/predictors” that point to the need for such a program. We then conducted a survey of senior OU administrators (n=9); a survey of entry-level professionals who do not yet hold a masters degree (n=54); and a survey of potential counseling students (n=81).

### Situational Indicators/Predictors

Although the collection of observations and factors listed below are more predictors of demand than concrete indicators, we believe the cumulative effect of these factors illustrates a likelihood of a favorable reception to our program. These include:

- The future growth in the higher education employment market is well documented;
- Entry and mid-level positions in higher education administration require masters level preparation;
- There are no graduate programs in higher education leadership in Oakland, Macomb and Wayne counties;

- There are no higher education leadership programs in Michigan including those at the University of Michigan and Michigan State University that emphasize social justice and diversity;
- The higher education program at the University of Michigan is designed for full-time students and tends not to offer courses at times when working professionals could enroll;
- The University of Michigan program does not offer a focus in student affairs administration; and
- Faculty in both the Educational Leadership and Counseling departments receive several inquiries per year regarding the possibility of a masters program in higher education and/or student affairs administration.

#### Survey of Senior OU Administrators

Our next tactic was to survey nine senior professionals (director level or above) who report to Dr. Mary Beth Snyder, Vice President for Student Affairs and Enrollment Management. Our purpose was to ascertain whether they believed that a masters degree is necessary for entry or advancement in the field and whether they would encourage younger professionals to enroll in a degree program. While this is not direct evidence of student demand, it did confirm our belief that potential students might be receiving advice from supervisors or mentors to consider pursuing a masters degree.

The full survey results are in **Appendix B**, but here is a brief summary. All nine respondents believe it is extremely or highly likely that at least a masters degree in higher education is necessary for advancement in the field. Further, most believe that the need for a masters degree will be even greater in the next ten years. In addition, eight of the respondents said they would be extremely likely to recommend an early-career professional to attain a masters degree in higher education, and the final respondent was highly likely to do the same.

The survey asked respondents to comment on the necessity or desirability of the proposed masters program. Here are some of the statements from the seven who answered the open-ended questions:

I have absolutely no doubt what-so-ever that at least a masters degree will be necessary in the next 10 years. ... I would anticipate a symbiotic relationship between the masters in higher education program and the department of university housing. Our professional opportunities would complement our educational opportunities making OU more attractive for graduate students and professionals alike.

I too would require a masters degree for most entry and all mid-level attractive for graduate students and professionals alike.

My position/field rely heavily on the Student Affairs Masters degrees.

I feel as though we would have a better pool of candidates for Graduate Assistantships in Student Affairs if we had a masters program in higher education.

At Oakland a masters in higher education graduate program would elevate our own candidate pools and provide an educated workforce around the state.

... the vast majority of recreational sports departments reporting through Student Affairs (65%), a masters in higher education would be an excellent fit here at Oakland University to assist in recruiting quality graduate students to work for us, as well as providing a relevant meaningful education.

A masters degree in higher education will provide Oakland University graduates with a unique set of specialized skills that can be used to obtain employment at one of the 15+ colleges/universities located in the Metro-Detroit region. Additionally, students interested in a masters degree in higher education at OU will have the opportunity to gain relevant hands-on experience through one of our many graduate assistant programs in student/academic affairs.

#### Survey of Entry-level Professionals Who Do Not Yet Hold a Masters Degree

Our third effort to determine indicators of student demand involved seeking the opinions of undergraduates or recent graduates who are working in entry-level jobs related to higher education administration and student affairs. Again, we turned to professionals on campus who supervise younger staff who do not yet have a masters degree and asked them to send our survey request to anyone who met that criteria. We were gratified to have 54 respondents and strong support for the proposed program.

We asked students how likely they would be to take courses or complete a masters degree in higher education at OU if offered. Approximately 76% of the respondents said they were likely or highly likely to take courses in the area and 68.5% were likely or highly likely to seek the masters degree.

In **Appendix B** we have included all the results in graph form, but it is worthwhile to note to some of the responses to the open-ended question on the survey, "Would you like to add any comments related to your potential interest in the masters degree in Higher Education Leadership?" Here are some examples:

- This program would be a great addition to Oakland University!
- The Higher Education Leadership degree would be more in line with the opportunities I would like to pursue within my field of work.
- OU absolutely needs a masters degree in Higher Education Leadership! Our students want it, and OU could provide excellent experiences for the masters students!
- I think this will be a great field for Oakland! I am a graduating senior and I have spent the last year deciding between the question in #6 and #7. While I have strongly considered pursuing a masters degree in student affairs, I decided that I would get my MBA first. Thus, I said "somewhat unlikely" because if I stay at OU, I'll be going for an MBA in an established program before pursuing a masters in Higher Ed! But I really think that OU needs this program!!!
- A masters in Higher Education is much needed at OU and I feel will do excellent!

- A higher education leadership program would be amazing! It's something I feel would be very beneficial and I would love to go into that degree at OU!
- Hopefully a degree of this nature can be a door to opening more diversity at the top administration levels within higher education.
- I am a professional that has been looking seriously about a Masters of Higher Education and have been upset that Oakland University hasn't had this as an offered Masters program. This being said, if this degree is created I would not only enroll in this Masters program but I would for the 1st semester offered and being right a way!!!
- It seems like an amazing experience.
- I would be very interested!
- I am very interested in Oakland offering a program in this area as it is my preferred area of advancement. I am excited to begin a graduate program this fall and feel this program would fit my needs and interests perfectly. Thank you!
- This is very much needed at OU.

#### Survey of Potential Counseling Students

Unlike higher education as a field of study which has no undergraduates, students who wish to enter student affairs from with counseling background could be approached while they were undergraduates or recent graduates of the psychology or social work programs. Surveying these students was our fourth strategy to gauge student demand.

We received a quick and overwhelmingly positive response to the survey focused on student affairs for counseling students. Eighty-one alumni and current students participated in the survey within a week. The results were extremely encouraging. For example, almost 60% of the students answered “agree” or “strongly agree” with the statement, “If the Counseling Dept. were to offer a specialization in Student Affairs, I would be interested in enrolling” and another 20% answered “slightly agree.” When asked the likelihood of enrolling in a College Student Development or College Counseling and Advising course, 72.6% and 85.1% (respectively) of the respondents where somewhat likely, highly likely, or definitely likely to enroll.

The full results of the survey are included in **Appendix B**, but it is also useful to note that in addition to strong response above, we received approximately 40 supportive comments including these examples:

- Originally considered going out of state for a masters program specifically dealing with Student Affairs. I would certainly enroll if this were offered.”
- I am very interested in this specialization.
- As a recent grad who now works in Higher ed and Student affairs I think this is a great idea. I had to tailor my internship and grad assistantship to get the experience I needed before graduation.
- Now that I am employed as an Academic Advisor I am very interested in the new specialization.



### **Program's Unique or Distinctive Aspects**

There are four distinctive aspects of the program. First, the program emphasizes social justice in education and encourages students to think critically about the politics of institutional inclusiveness. As such, we will be among the few education programs that emphasizes social justice in education, an increasingly important area of study. To date, only three other higher education programs – Iowa State University and the Universities of Oklahoma and Massachusetts at Amherst – label themselves as stressing a social justice-oriented curriculum. As the table in **Appendix N** demonstrates, our program is quite comparable to these other three programs.

Social justice-oriented leadership is vital to the growth and development of higher education because it responds to the need to create and sustain higher education institutions that are responsive to the interdependence among local and international communities – communities imbued with diversity of experiences and opportunities in education. Thus, we recognize that all graduates of our higher education program must participate in a foundational course on social justice issues. Thus, EL 584 – Higher Education and Educational Equity is a Core Course required of all students.

We believe that one core course is not enough to promote life-long social justice practice and critical thinking. Therefore, we embedded social justice goals and issues throughout our course curricula. In addition, Counseling as a profession is rooted in social justice issues. As a result, students will be provided with extended opportunities to engage equity issues in several courses. In addition to the Higher Education and Educational Equity course, our syllabi make explicit and implicit references to social justice issues (e.g. diversity, equity, gender and social class). These references are highlighted in **green** on the individual course syllabi in **Appendix D**.

The three other distinctive aspects of the program are:

1. Students have the opportunity to specialize in one of two key areas of leadership – academic affairs or student affairs;
2. The curriculum and pedagogy emphasizes on the integration of theory and practice through a Capstone/Internship opportunity; and
3. OU is one of only two in southeast Michigan (OU and Eastern Michigan University) that offer evening and weekend courses in higher education to allow working students the opportunity to pursue their graduate studies.

### **Sources of Advice and Consultation**

The Higher Education program is a collaborative and interdisciplinary effort of two departments, Educational Leadership and Counseling. An advisory committee made up of faculty from each department and the Vice President of Student Affairs, Dr. Mary Beth Snyder, and selected professionals from other institutions will monitor the program and advise the Program Coordinator about future directions and improvements as needed over time. In addition, the professional literature on what comprises a sound masters level program in higher education was consulted, particularly the CAHEP recommendations cited above. (See **Appendix M** for more information on the Advisory Board.)

## **SELF-STUDY OF THE ACADEMIC UNIT-CURRENT STATUS**

### **Departmental Goals Served By the New Program**

During the last two academic years, the faculty in DEL have worked to construct a new vision and mission statement.

Through our teaching, research and service, we will develop transformational leaders who meet all professional standards, serve effectively in their chosen leadership capacities, and create educational institutions at all levels that:

- are inclusive and celebrate diversity;
- improve student achievement; and
- prepare students for future success in a knowledge economy.

The Department of Educational Leadership is a recognized leader in providing outstanding graduate education. DEL offers outstanding graduate programs including a Masters of Education in Educational Leadership, Masters of Education in Teacher Leadership, Post-Masters Certificate in Higher Education, Education Specialist Degree in Leadership, and Doctor of Philosophy in Education with an Educational Leadership Concentration with a higher education cognate. As demonstrated in the program descriptions that follow, the DEL educates K-12 and higher education practitioners at the post-masters (EdS) and doctoral levels. However, the current curriculum provides masters degrees for K-12 professionals only. The proposed program provides training for higher education professionals at the masters level and completes our department's goal of providing transformational leadership for all sectors of education.

### **Brief Descriptions of Current Programs**

#### *Doctor of Philosophy in Education: Educational Leadership Concentration*

The PhD Program in Education with a concentration in Educational Leadership is designed to develop individuals who can provide leadership to educational practice in the 21st Century. Leaders will be prepared to play roles in public and private schools, higher education administration, or research and teaching about educational policy and practice at the college or university level. The degree program requires a minimum of 76 credit hours beyond the masters degree: 12 credits in the foundation core, 20 credits in the department core, 28 credits in the cognate, and a minimum of 16 credits for dissertation.

#### *The Higher Education Cognate*

The Higher Education Cognate in the PhD Program in Educational Leadership is designed for doctoral students interested in higher education in a college or university, or in higher education planning and policy formation in a governmental, accreditation, or other related agency or organization. The purpose of the program is to prepare college and university administrators and faculty for increasing responsibility and contribution as leaders of today's changing higher education environment.

### *The Post-masters Graduate Certificate Program in Higher Education*

The Post-masters Graduate Certificate Program in Higher Education is designed for university or college administrators who want to update and expand their knowledge and skills in higher education, but are not currently enrolled in doctoral study. This may include individuals who have decided not to pursue doctoral study at this time, those who are in the process of applying for doctoral study, as well as those who may already possess a doctoral degree. The program is also designed to serve professionals in endeavors other than higher education who wish to explore a career change.

### *Education Specialist in Leadership*

The Education Specialist Program at Oakland University is a nationally recognized degree program offered through the Department of Educational Leadership. The Education Specialist Program consists of a 34 semester hours of graduate level courses that prepare students for the principalship and central office administrative positions. Students who complete the program are eligible for the State of Michigan building level administrative certification.

### *Masters in Education Leadership*

The Master of Education in Educational Leadership degree program prepares students for an elementary or secondary principalship. Through practice-relevant coursework and a mentored internship, students will expand their expertise and competence as teachers and future building leaders.

### *Masters of Education in Teacher Leadership*

The Master of Education in Teacher Leadership is a joint offering between the Department of Educational Leadership and the Department of Teacher Development and Educational Studies. The program fosters leadership development through an interactive set of experiences that include sound theoretical and "best practice" knowledge, problem-based coursework and field-based experiences. Oakland University graduate students in the teacher leadership program are empowered to become leaders committed to making schools culturally relevant, just and supportive learning environments that set and maintain high expectations for all students.

During the last two academic years, the faculty in DEL have worked to construct a new vision and mission statement.

Through our teaching, research and service, we will develop transformational leaders who meet all professional standards, serve effectively in their chosen leadership capacities, and create educational institutions at all levels that:

- are inclusive and celebrate diversity;
- improve student achievement; and
- prepare students for future success in a knowledge economy.

### **Staffing Needs**

There are no additional staffing needs at this time.

## **Faculty Qualifications**

There are three principle faculty members for this program: Dr. Sandra Packard, Full Professor; Dr. Jana Nidiffer, Associate Professor; and Dr. V. Thandi Sulé, Assistant Professor. Dr. Packard brings a wealth of professional administrative experience, including experience as a dean, provost, and former president of Oakland University as well as numerous years of experience teaching higher education courses for the post-masters certificate program in the department that she designed. Dr. Nidiffer and Dr. Sulé have doctorates from nationally recognized higher education programs – Harvard University and the University of Michigan, respectively – as well as numerous publications in the field.

In addition, two previous associate deans in SEHS – Drs. Dawn Pickard and Robert Wiggins – have taught courses based on their leadership and management experience. We are especially fortunate that the Dean of SEHS, Louis B. Gallien, is also a higher education scholar and has indicated a willingness to be a guest speaker in courses, mentor students, and possibly teach a course in the future.

The faculty is especially well suited to meet the goals of a program with an emphasis on social justice. Dean Gallien and Dr. Sulé are experts in racial equity and Dr. Nidiffer specializes in equity based on gender and low socio-economic status. Please see [Appendix C](#) for the curriculum vitae of the faculty.

## **Library holdings**

Kresge Library has been collecting books and journals pertinent to the study of higher education because of the Post-masters Certificate and cognate to the PhD program that are already departmental programs. More importantly, however, Kresge's electronic data bases and other digital resources give students access to key journals such as the *Review of Higher Education*, *Diversity in Higher Education*, *Research in Higher Education*, *the American Education Research Journal*, and *the History of Education Quarterly*. In addition, other publications such as the *Chronicle of Higher Education*, *the Handbook of Higher Education*, and *Higher Education Abstracts* are available.

For students from Counseling Department, the library collection includes volumes recommended by the Counseling and Psychology departments. Journals of importance to students may include: *Journal of Counseling Psychology*, *Counseling Psychology Quarterly*, *NASPA Journal about Women in Higher Education*, and the *Journal of Student Affairs Research and Practice*. (Please see [Appendix L](#) for Dr. Shawn Lombardo's Assessment of Library Resources.)

## **Classroom, lab and/or studio space**

The SEHS classrooms are some of newest classrooms on OU's campus and house the technology needed at this time. In addition, the department has a designated laptop, microphone, and digital camera for student or faculty use.

## **PROGRAM PLAN**

### **Degree Requirements**

The Masters in Education in Higher Education Leadership will be a 32 credit hour degree program. To maintain matriculation in the program, students must meet all Oakland University requirements for continuing study at the Masters degree level. Upon admission, a plan of study is prepared jointly by the student and faculty advisor. No grade below a 3.0 may be applied to the degree and an overall GPA of 3.00 must be maintained. Students must complete the prescribed program that includes an internship.

### **Admission Requirements**

To be admitted to the program prospective students must meet all Oakland University requirements for Masters degree level study. To be considered for admission, a student must submit an application and an official transcript showing completion of an undergraduate degree from a regionally accredited college or university or the equivalent if the student was educated in an international college or university. Additionally, the student must have earned a minimum of a 3.0 GPA at the undergraduate level or show other evidence of ability to study at the Masters degree level (e.g. writing sample). Students may be admitted to the program fall, winter or summer terms.

### **Sample Curriculum**

The Masters of Education: Higher Education Leadership will consist of 8 four-credit courses. Four courses (16 credit hours) will be required of all students selecting this program. They include: Introduction to American Higher Education, History of Higher Education, Higher Education and Educational Equity, and the Capstone/Internship in Higher Education. The internship will be related to the student's selected cognate and will be the culminating learning experience for students requiring them to integrate and apply all they have learned in their program of study. Three courses (12 credit hours) will compose a cognate selected by the student. Initially two cognates are planned: student affairs leadership and academic affairs leadership. Cognate courses will be offered cooperatively by the Counseling Department and the Educational Leadership Department. One course (4 credit hours) to be taken by the student will be an elective that may be selected from courses offered by the Educational Leadership Department or by other university departments. Elective courses will be limited to those courses that are related to the student's cognate. For example, students may wish to take a course on teaching methodology from the Department of Teacher Development and Educational Studies, or a course on Educational Technology from the Department of Reading and Language Arts. Additional courses, such as institutional advancement or college teaching, could later be added if student demand and faculty resources are available to support these. For example, the Teacher Development and Educational Studies Department might choose to develop a cognate in college teaching. The design of the program and the diversity of the areas of expertise needed for leadership in higher education make for a wonderful opportunity for the development of collaborative efforts with other programs.

The following is a sample curriculum:

**Masters in Educational Leadership: Higher Education Leadership**

**Required Core: 16 credit hours**

Introduction to American Higher Education (4 credits) (1<sup>st</sup> year, fall term)  
History of Higher Education (4 credits) (1<sup>st</sup> year, fall term)  
Higher Education and Educational Equity (4 credits) (1<sup>st</sup> year, winter term)  
Capstone/Internship in Higher Education (4 credits) (2<sup>nd</sup> year, winter term)

**Required Cognate: (select one) 12 credit hours**

**Academic Leadership**

Leading Effective Organizations (4 credits) (1<sup>st</sup> year, winter term)  
Academic Development and Curriculum (4 credits) (2<sup>nd</sup> year, fall term)  
Current Issues in Higher Education (4 credits) (2<sup>nd</sup> year, winter term)

– OR –

**Student Affairs Leadership 12 credit hours**

Introduction to the Administration of Student Services in Higher Education (4 credits)  
(1<sup>st</sup> year, winter term)  
Counseling and Advising the College Student: Admissions, Advising, Retention and Career  
Planning (4 credits) (2<sup>nd</sup> year, fall term)  
College Student Development and the Campus Setting (4 credits) (2<sup>nd</sup> year, winter term)

**Related Elective 4 credit hours**

(1<sup>st</sup> or 2<sup>nd</sup> year, summer term or 2<sup>nd</sup> year winter term)

**Program Total 32 credit hours**

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**New Courses**

The following new courses, including credit hours and prerequisites, will be added to departmental offerings (see attached syllabi):

1. EL 580 Introduction to American Higher Education, (4) admission to program or by permission of instructor.
2. EL 581 History of Higher Education, (4) admission to program or by permission of instructor.
3. EL 582 Current Issues in Higher Education, (4) admission to program or by permission of instructor.
4. EL 583 Academic Development and Curriculum (4) admission to program or by permission of instructor.
5. EL 584 Higher Education and Educational Equity (4) admission to program or by permission of instructor.

6. EL 585 Leading Effective Organizations, (4) admission to program or by permission of instructor.
7. EL 586 An Introduction to the Administration of Student Affairs in Higher Education, (4) admission to program or by permission of instructor.
8. CNS 592 College Student Development and the Campus (4) admission to the program or by permission of the instructor.
9. CNS 591 Counseling and Advising the College Student: Admissions, Advising, Retention and Career Planning (4) admission to the program or by permission of the instructor.
10. EL 587 Capstone/Internship in Higher Education, (4) admission to program and completion of 12 credit hours of required core and 8 credit hours of cognate.

**Other Unit Required Courses: N/A**

Please see [Appendix D](#) for the full syllabus for each course; [Appendix E](#) for Graduate Catalog Copy; [Appendix F](#) for the Typical Curriculum; and [Appendix G](#) for a Typical Student Schedule.

**Distance Education Technology**

All classes will use an active learning format requiring students to engage in the application of theory and research for problem solving. All classes will use Moodle to enhance and expand the learning experience beyond the classroom. Some classes will initially be offered as hybrid courses. Ultimately as more faculty are experienced in online teaching, additional courses will be offered as on-line or hybrid courses. The program will use a planned program of study that will allow students to complete the degree within two years and form strong relationships with other students. All university requirements for contact hours will be met; however, in order to better serve a working adult population, some courses will utilize a hybrid format with intensive weekend classroom format supplemented with online reading, writing, discussion and research assignments between class meetings. The specific pedagogical strategies per course will vary with instructor and will be identified in the course schedule.

**New Internal Program Administration**

The program will be administered by Dr. Thandi Sulé, Assistant Professor in the Department of Educational Leadership. The Educational Leadership and Counseling Department Chairpersons will be responsible for the scheduling of courses and selection of faculty to teach the courses in accordance with written departmental procedures.

Additionally, the Program will have an advisory board made up of interested faculty from both the Departments of Educational Leadership and Counseling, selected Oakland University administrators interested in overseeing the direction of this program, and selected scholars and practitioners outside of OU. This advisory board will meet regularly to review the curriculum, program assessments, and student enrollment and satisfaction with the program. Although the membership of the committee will change over time, the current membership of the committee from OU includes: Dr. Sandra Packard, Dr. Jana Nidiffer, Dr. Lisa Hawley, Dr. Dawn Pickard,

Dr. Thandi Sulé, and Dr. Mary Beth Snyder. With the exception of Dr. Sulé, who is new to Oakland University, this group planned the proposed program after several years of study to determine need and curricula.

### **Recruiting Plans**

Recruitment will begin immediately following program approval. The first step will be to inform those who have already contacted the department about their interest in the program. The second step will be to put information about the program on both the Educational Leadership and Counseling Departments' web pages. Following these steps, letters will be sent to the Vice Presidents for Academic and Student Affairs, the Education Deans, and the Educational Leadership Program Directors or Chairpersons of all surrounding Michigan colleges and universities, including community colleges. Finally, a program brochure will be developed that can be used by the departments' faculty members and OU graduate recruiters when meeting with prospective students. Requests will also be made of SEHS and Oakland University publications to include announcements of the new program in their publications.

### **Planned Enrollment Levels**

As with any new program, it is anticipated that full enrollment will take approximately three years to achieve. Thus, it is anticipated that initially classes will serve five to seven students and then grow to a desirable level of 10-15 students per class. At this time a class size cap is not anticipated. Each class in the program will be offered only once per year that will encourage full enrollment in each class once the program enrollment reaches its planned size. As this program will not be offered in a cohort format, students in other programs may also enroll in the courses with instructor permission, which will further enlarge class enrollment.

### **Advising Students**

Student advising will be the responsibility of the Program Coordinator, Dr. Thandi Sulé in the Department of Educational Leadership. Students who select a cognate in Student Affairs Leadership will also be advised by a faculty member in the Department of Counseling. The role of the advisor will be to assist the student in selecting their cognate and appropriate electives to support their goals for future study or career advancement. Students will also benefit from the career advising that they will receive from professionals during their Capstone/Internship experience. This model of pairing each student with a professional mentor has been a very successful learning tool in our other leadership programs.

### **Accreditation**

There is no accrediting body for the proposed program.

### **Program Evaluation**

The program will be evaluated through the university's program evaluation process, through a periodic assessment plan (see section below) and through an annual review by the program



advisory committee. Additionally, in concurrence with the university's policy for course evaluation, all classes will be evaluated by students at the close of each term. Finally, the Department of Educational Leadership Higher Education Committee will review the success of the program as it is implemented and adjust or revise curricula to stay on the cutting edge of the field and to ensure appropriate articulation with existing Post-masters and PhD Cognate curricula.

## **NEEDS AND COSTS OF THE PROGRAM**

### **Faculty Positions**

No new faculty are needed for the foreseeable future. In preparation for the anticipated new program, the department reallocated a faculty line vacated by a retiring faculty member and undertook a national search to identify an outstanding individual to coordinate and teach in the program. In fall 2011, Dr. Thandi Sulé was hired to fill this position. Currently, the Department of Educational Leadership has three full time faculty members with expertise in higher education (Dr. Sandra Packard, Dr. Jana Nidiffer and Dr. Thandi Sulé). Two additional faculty members with appropriate expertise and experience are shared with the Department of Teacher Development and Educational Studies (Dr. Dawn Pickard and Dr. Robert Wiggins) and other faculty members in the Department of Educational Leadership have undertaken research in higher education and taught courses in the existing higher education programs (Dr. Julia Smith). Upon occasion, the department has also benefited from the instructional services of Dr. Mary Beth Snyder, OU Vice President for Student Affairs, SEHS Dean Louis Gallien, Dr. Gordon May, President of Oakland Community College, Highland Lakes Campus, and other area college and university administrators. Thus, over the last eight years since the higher education programs were started, the department has developed a strong cadre of qualified faculty for teaching the planned courses.

### **Staff Positions**

No staff positions are needed for the implementation of this program.

### **Library Resources**

As mentioned above, the Kresge Library collection includes online access to the *Chronicle of Higher Education*, *The Journal of Higher Education* and other scholarly and/or informational publications is already available to support the PhD Cognate and Post-masters programs in Higher Education. Similarly, the library also provides access to the professional journals needed to support the study of PhD and Master's students in Counseling. Instructors of selected new courses may require access to additional resources; however, it is anticipated that these requests would be handled through the normal departmental request process. In addition, as requested in the report from Kresge Library staff, a \$1000 per year allocation is included in the budget request. (Please see [Appendix L](#) for a detailed report from Kresge Library staff.)

**Graduate Assistants**

Two additional graduate assistantships are requested to help support the goals of the program – one each at the doctoral and masters level.

**Other Resources**

A unique resource that will support the program will be the employment of some students in the OU Division of Student Affairs. As students are admitted into the Higher Education program, if they choose their names will be referred to Dr. Mary Beth Snyder, Vice President for Student Affairs, who plans to employ those qualified for positions in her division. This unique win/win pairing of graduate study and employment will provide the students with needed experience for obtaining positions after graduation. It will also help the Student Affairs division find highly motivated employees with a growing knowledge base for their jobs.

**Space**

No new space is required with the exception of classroom space for the scheduled classes on evenings and weekends.

**Equipment, computer software and other maintenance costs**

No new equipment or computer software is required.

**Supplies and Services**

A small, new-program budget of \$5000 is requested to support the additional telephone, mailing, marketing, program brochure, assessment material, travel, and other miscellaneous costs associated with initiating and implementing the program.

**How the cost of the program will be met**

The program, as designed, will have only minimal costs and will provide income in the form of student tuition that will far exceed its expenses. The costs of the program fall into two categories: faculty teaching load and operational expenses. As already stated there is no need for additional equipment or space allocations as existing resources that support the Post-master's certificate program and the PhD cognate in Higher Education are sufficient to accommodate the proposed new program.

Faculty instructional load: As discussed above the Departments of Educational Leadership and the Department of Counseling already have faculty fully qualified to teach the proposed courses. In the first year of offering the Master's degree program (2012-2013), only two additional courses would be added to the teaching schedule each term for the Educational Leadership Department and none for the Counseling Department. By the second year (2013-2014), two additional courses would be added to the teaching load of the Educational Leadership Department per term and one course per term to the Counseling Department. With the recent decline in enrollment in other departmental programs (Education Specialist

Program) and the hiring of Dr. Sulé this past year, there is sufficient room in the teaching schedules to accommodate this small increase in instructional load. Thus, faculty instructional load can be accommodated without a demand for new resources. In fact, the addition of the program will be a win/win for all allowing for the reallocation of existing faculty time as enrollments decline in some programs and grow in others. Salaries for summer teaching assignments are not estimated here as under the current incentive plan the amounts will vary with the specific instructor assigned to teach each course. However as can be seen in the chart analyzing the revenues for the program, there will be ample income from summer classes to cover the additional costs of summer faculty salaries.

Operational expenses: As the design of the proposed program has no need for laboratories, specialized equipment, etc., operational expenses are needed only to cover such costs as program marketing and communication (mailing, phone and photocopying) and mileage for faculty travel to internship sites or off campus teaching locations. The request of \$6000 for a new-program budget will be adequate to cover the incremental costs associated with adding this new program. These items appear in the proforma budget as: \$2850 for Supplies and Expenses; \$2000 for Travel; and \$150 for Telephone; and \$1000 for Library.

Funds are also requested to support one additional master's level graduate assistant to assist the program coordinator and internship supervisor with the administrative work of initiating and implementing the program and one PhD level graduate assistant to help with the curricular and research needs of the program. The cost of the two graduate assistants (at projected 2013 costs) for stipends is \$19,132 and for tuition (at projected 2013 costs) is \$18,504. Therefore the total expense is \$37,636 for graduate assistantship support. The addition of graduate assistants, however desirable, is not a requirement for the program that could be initiated without an allocation of these funds.

In sum, the only new expenses that will be incurred are for operational expenses – including library allocation – and graduate assistant support. The total of these expenses is \$43,636 and of this amount only \$6000 can be described as an expense that must be covered to begin the program. Anticipating an enrollment of 5 students in the first year of the program, 7 new (and the 5 continuing students) there will be a total of 12 students in the second year of the program; and 10 new and 7 continuing for a total of 17 students in the third year of the program; and 15 new and 10 continuing for the fourth and subsequent years of the program. This represents a net gain each year with a total of new tuition revenue of \$256,743 in the first five years of the program.

Thus, the income/profit for the program will far exceed the very slight new costs of operating the program. Conservatively, there will be a net gain/profit for the university in excess of \$213,107 (i.e. \$256,743 less \$43,636) by year four.

NB: This figure does not include increased revenue generated by tuition increases or costs of summer faculty salaries as both figures are unknown at this time. However it can safely be assumed that a tuition increase on credits generated will be sufficient to cover the costs of summer salaries, especially since classes that do not have sufficient enrollment in the summer term to support their costs are not offered.

### Analyze Increased Tuition Revenue

Increased revenue for the program will be generated through student tuition. In year one of the program, the total program revenue including Fall, Winter and Summer One terms will be \$57,825 and by year four of operation the total revenue for the same terms will be \$256,743. It is important to note that these figures are not inclusive of additional income generated by tuition increases each year and their compounded effect on the annual income of the program. Thus, the following estimates are significantly under what the actual income will be for each year when tuition increases are implemented. The following chart provides an analysis based on anticipated student enrollment:

Fiscal Year*			
Year	Headcount	Course Credits Taken	Revenue **
1	5	100	\$57,825
2	12	200	\$115,650
3	17	284	\$164,223
4	27	444	\$256,743
5	27	444	\$256,743
<b>Total Increased Revenue Year 4</b>			<b>\$256,743</b>

\* All numbers are based upon credit hours from an on-campus program. Should a second site be established at the Macomb University Center the numbers would double.

\*\* Based on graduate tuition per credit hour for 2011-2012 AY. Unknown tuition increases each year will make these figures even higher.

Please see [Appendix K](#) for the proforma budget statement.

### 5-YEAR PLAN

#### When new faculty and staff positions required for the program will be filled

At this time we have three full-time faculty dedicated to the higher education program that covers our existing need. Should an opening occur, however, a replacement faculty line will be requested.

#### Annual increase in library holdings

The library already holds material that serves the existing programs in the departments of Educational Leadership and Counseling that overlap in needed resources with the proposed program. Therefore, there are no start-up expenses for the new masters program. Although, both departments have on-going procedures for requesting library volumes or access to

electronic databases that should meet the need of this program, the proforma budget does request a \$1000 per year allocation to Kresge Library.

### **When the purchase of required equipment will take place**

There is no special equipment required now or in the foreseeable future.

### **Course offerings**

The following table represents the course offerings for the program. (See also [Appendix F](#) for the typical curriculum and [Appendix G](#) for the typical curriculum and.)

## **Degree Requirements**

### **Total Credit Required = 32**

#### **Required Core = 16 Credits**

EL 580	Introduction to American Higher Education
EL 581	History of Higher Education
EL 584	Higher Education and Educational Equity
EL 587	Capstone/Internship in Higher Education

#### **Option 1: Cognate in Academic Leadership = 12 Credits**

EL 585	Leading Effective Organizations
EL 583	Academic Development and Curriculum
EL 582	Current Issues in Higher Education

#### **Option 2: Cognate in Student Affairs Leadership = 12 Credits**

EL 586	Intro to Student Services in Higher Education
CSN 591	Counseling and Advising the College Student
CSN 592	College Student Development

Elective = 4 Credits: To be approved by advisor

### **Implementation of the new internal procedures**

No new internal procedures are anticipated.

### **Predicted enrollment level each year**

As indicated above, we expect at least five new students in year one. We expect the second year to enroll a minimum of seven, resulting in 12 students in the pipeline. By year three we are targeting 10-12 new students, and then entering numbers of 12-15 students thereafter. These numbers represent a desirable “steady state” of 12-15 new students each year, resulting in 24-30 students in the pipeline at any one time.

### **Further plans**

While the program is growing to reach steady state, we expect other plans to move forward as well. Two of the higher education faculty will be preparing to offer courses in a hybrid model or fully on-line. These will be introduced to the curriculum when deemed appropriate by the faculty. In addition, the SEHS marketing specialist, Catherine Spayde, and the Director of Professional Development, Lisa Reeves, will be asked to assess the demand and feasibility of offering the program at an additional site off-campus. At this time, the most likely location would be at the Macomb University Center.

## **PROGRAM ASSESSMENT PLAN**

Associate Professor Dr. Eileen Johnson serves at the department’s assessment coordinator. With her guidance, this proposed masters degree will be assessed in accordance to the guidelines of the OU Assessment Committee.

**Program Name** Masters Degree in Educational Leadership: Higher Education

### **1. Citation of appropriate goals from OU’s Role and Mission:**

“Oakland University provides rigorous educational programs...A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement...Wherever possible, students are involved in research projects, and the results of the research and scholarship are integrated into related courses of instruction.”

*“Graduate programs, with philosophical foundations in the university’s role and mission, are directly linked to the research, scholarship, and public service activities of the university. New knowledge is produced and directed toward the solution of technological, social, economic, and political problems and issues. Students, educated in intellectual inquiry and critical analysis, are full partners in graduate programs structured to maximize personal growth and achievement as specific career-related goals are obtained”* Oakland University Graduate Catalog, 2009-2011, p. 11.

### **2. Program Goals:**

**Translation of the university goals into the general goals of your program.**

Through relevant coursework and projects, students will become leaders in higher education who:

- a. manifest a broad understanding of higher education practices, systems, policies, and issues
- b. recognize the importance of creating and sustaining environments that promote social justice in higher education
- c. demonstrate the skills and dispositions necessary for successful and innovative leadership in the field.

### 3. Student Learning Outcomes

**Translation of the general goals of your program into specific student learning outcomes indicating what students will know, understand or be able to do after completing the program.**

- a. Students will demonstrate knowledge and understanding of current trends and issues in higher education
- b. Students will be prepared to create and sustain environments that promote social justice in higher education
- c. Students will engage in praxis through that they integrate theory into practice, and use professional experiences to enhance understanding of theory in higher education

### 4. Assessment Measures

**Direct Measures of Student Performance** (for example: capstone courses, portfolios, simulations/demonstrations/performances, evaluation of sample course work by multiple evaluators, assessments embedded in course assignments/exams, pre & post tests, standardized tests)

**Please identify to which student learning outcome each measure relates.**

- a. Learning outcomes a & b (above) will be directly assessed from a student portfolio. This portfolio will be built over the course of the program, and will contain evidence of these learning outcomes in the form of course assignments, field experience notes, and self-reflection
- b. Learning outcome c (above) will be directly assessed from student self-reflection as well as mentor evaluation of the students' experiences during the capstone (EL 590: Culminating Masters Practicum in Educational Leadership)

**Indirect Measures: Indicators of Student and/or Alumni Self-Reports of Learning and/or Satisfaction** (for example, focus groups, surveys, exit interviews) **and Indicators of Perceptions/Satisfaction of Employers or other Stakeholders** (for example, focus groups, surveys)

**Please identify to which student learning outcome each measure relates.**

All three learning outcomes will be indirectly assessed via a student exit survey to be administered during the final semester of the program.

**5. Individuals who have primary responsibility for administering assessment activities**

- a. Instructors for EL 590 (Dr. Sandra Packard)
- b. Program Coordinator (Dr. V. Thandi Sulé)
- c. Department Assessment Coordinator (Dr. Eileen Johnson)

**6. Procedures to be used to translate assessment results into program changes**

<b>Description of procedures for discussing the results and determining any needed changes to your program.</b>
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This is a new program, so it is not entirely clear how results will be translated into program changes. However, it is anticipated that results of an analysis of all sources of data (portfolio, capstone evaluation, and exit survey) will lead to an evaluation of the program courses, content, and goals. Revisions will be made based on these data on an ongoing basis.

The assessment portfolio is an integral element to both student learning and departmental assessment data. Thus, it will contain evidence that students have met the goals of the new program. Examples of documents in the portfolio may include, but are not limited to:

- Assignments from EL 581 (History of Higher Education) that demonstrate an understanding of a contemporary challenge and its evolution from the past;
- Written assignments from EL 585 (Higher Education and Educational Equity) that illustrate a nuanced understanding of identity, marginality, and strategies for creating more equitable environments; and
- Evidence of a command of the theoretical literature on leadership and how that might be used to analyze the professional practice of both self and senior administrators at a given institution.

In addition, during the Capstone/Internship course, an exit survey will be administered to all students finishing the program. Please see [Appendix H](#) for the exit survey instrument.

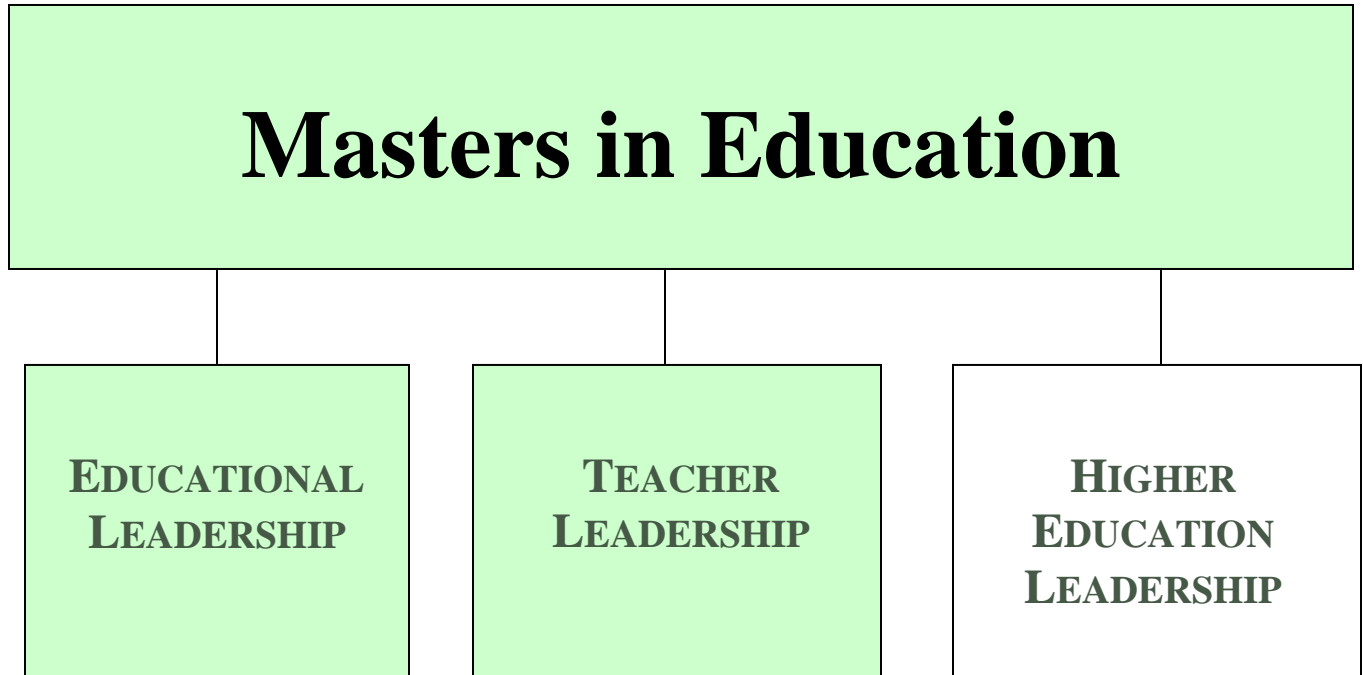
In addition, Please see [Appendix O](#) for the Report of the University Assessment Committee approving our plan.



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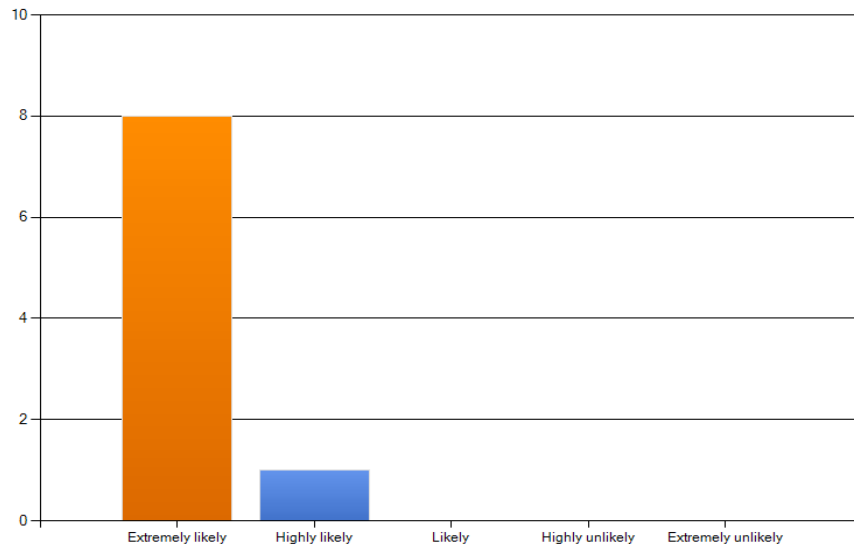
**Appendix A:** Relationship of the proposed masters degree to the established master degree programs in the Department of Educational Leadership



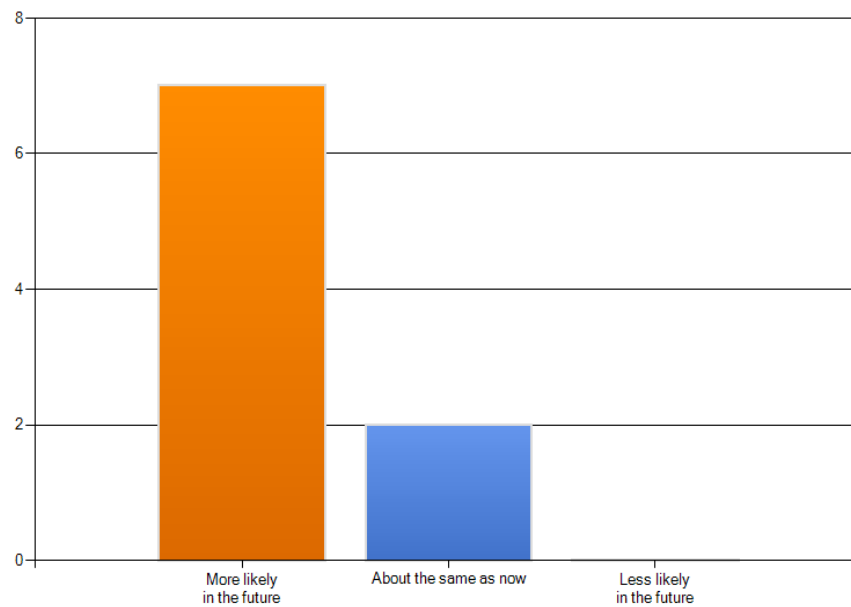
## Appendix B: Survey results indicating potential student demand

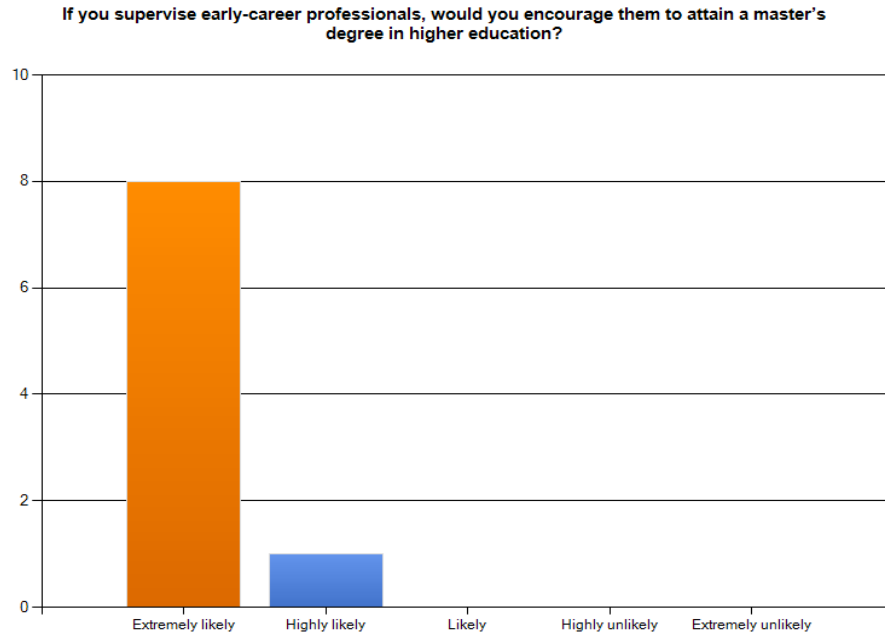
### Survey 1 – Senior Professionals at OU

With respect to your professional field, how likely do you feel that holding at least a master's degree is necessary for early advancement in a person's career?



As you see the future direction of your profession, how likely is it that at least a master's degree will be necessary in the next 10 years?





**Q4. Please provide any additional comments on the necessity or desirability of the proposed masters program in higher education.**

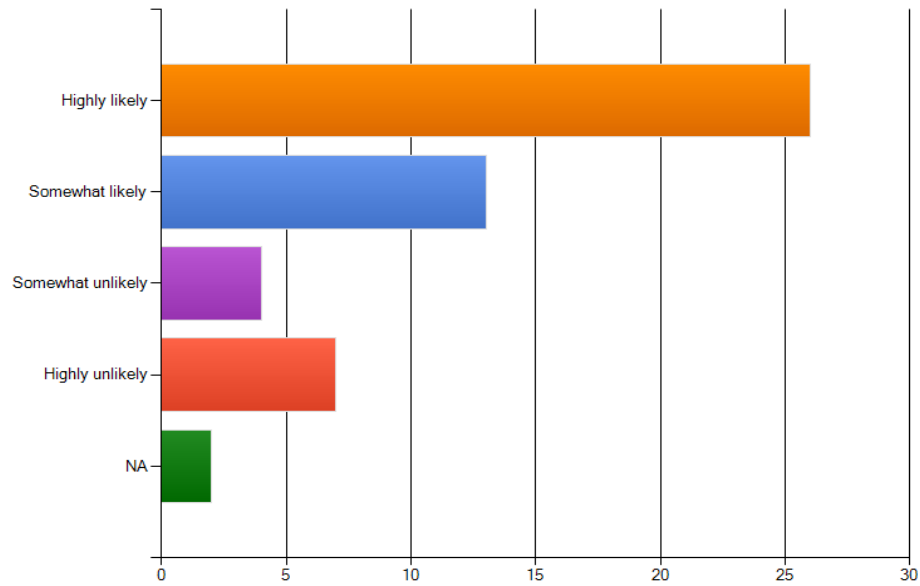
1. At the start of my professional career in 1986, every university I applied to for a full-time entry level housing position required or preferred a masters degree. I too would require a masters degree for most entry and all mid-level positions in my department. I have absolutely no doubt what-so-ever that at least a masters degree will be necessary in the next 10 years. I would encourage early-caree [sic] professionals to attain AT LEAST a masters degree in higher education. Oakland University Housing is currently working with a model that employs graduate [sic] assistants to serve as hall directors. My long term goal is to staff our residence halls with a full-time masters level hall director along with a graduate assistant. I view the need for greater hours of coverage and greater hours of student interaction and development to increase student retention at OU. I would anticipate a symbiotic relationship between the masters in higher education program and the department of university housing. Our professional opportunities would complement our educational opportunities making OU more attractive for graduate students and professionals alike.
2. My position/field rely heavily on the Student Affairs Masters degrees.
3. I feel as though we would have a better pool of candidates for Graduate Assistantships in Student Affairs if we had a masters program in higher education.
4. I notice many professional organizations have established certification programs. Attainment of professional certifications demonstrates some level of professional proficiency in specialized areas. However, without a doubt they are not a substitute for

an advanced degree. I believe minimally a masters degree will continue to be required for advancement to upper management positions in higher education. Further, I have hired numerous positions over the years and observed most mid-level candidates are local and lack higher education degrees. At Oakland a masters in higher education graduate program would elevate our own candidate pools and provide an educated workforce around the state.

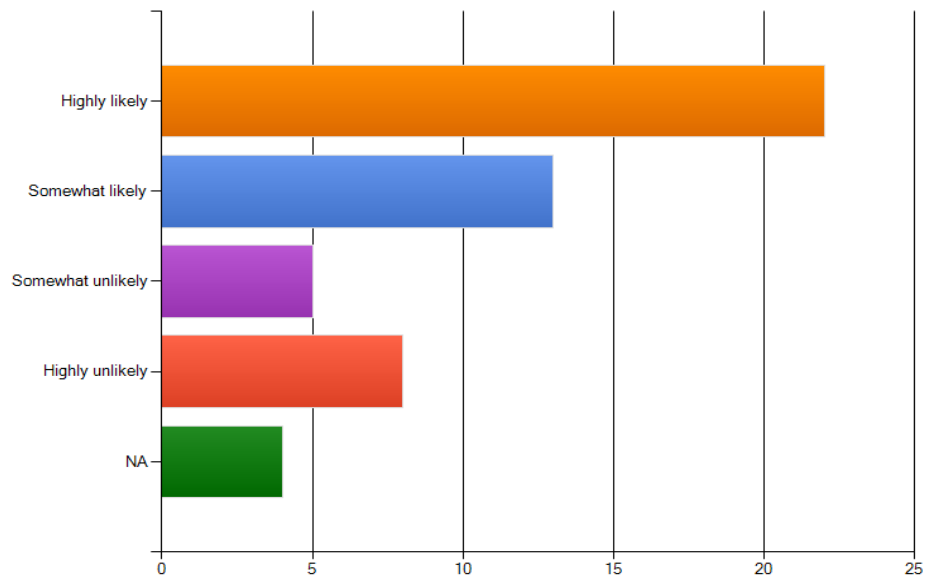
5. In our profession, recreational sports, any masters degree is ususally [sic] required (70%) or preferred (20%) in entry level positions. With programs such as wellness, fitness, etc., often a masters degree in the field of movement science or even physical therapy is the preferred discipline [sic]. With sport related programs such as intramurals or club sports, often a sport management/admininstration [sic] degree is preferred. However, with the vast majority of recreatioanl [sic] sports departments reporting through Student Affairs (65%), a masters in higher education would be an excellent fit here at Oakland University to assist in recruiting quality graduate students to work for us, as well as providing a relevant meaningful education.
6. A masters degree in higher education will provide Oakland University graduates with a unique set of specialized skills that can be used to obtain employment at one of the 15+ colleges/universities located in the Metro-Detroit region. Additionally, students interested in a masters degree in higher education at OU will have the opportunity to gain relevant hands-on experience through one of our many graduate assistant programs in student/academic affairs. In my own personal job search experience and as a hiring supervisor, I learned that a masters degree is really a minimum requirement in today's higher education higher education. employment market. This program receives my full support.
7. A masters degree in higher education provides a highly desirable foundation to perform advanced leadership roles in the field.

## Survey 2 – Young Professionals

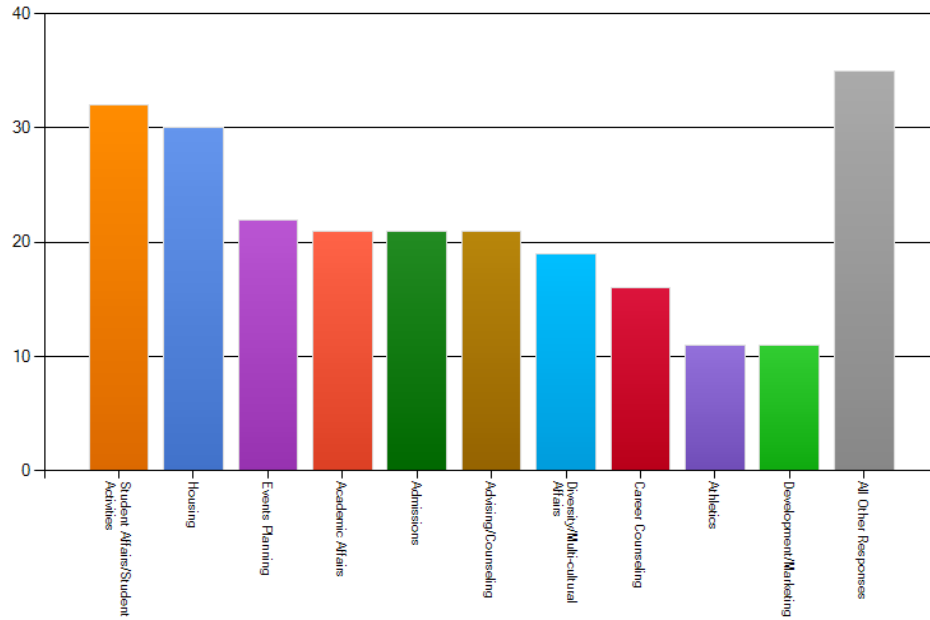
**If OU offered a masters degree in Higher Education Leadership, how likely is it that you would take a course or courses?**



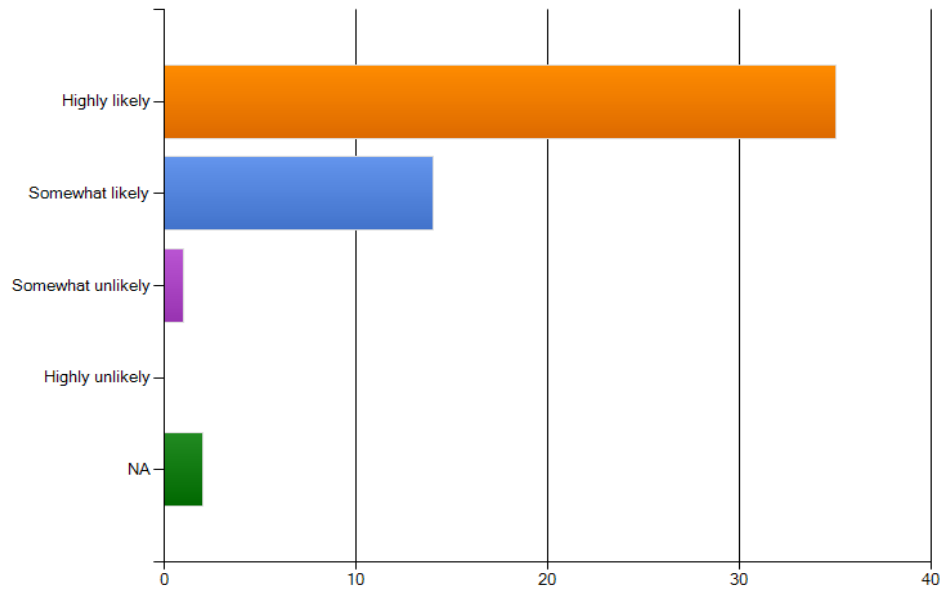
**If OU offered a masters degree in Higher Education Leadership, how likely is it that you would pursue the full degree program?**



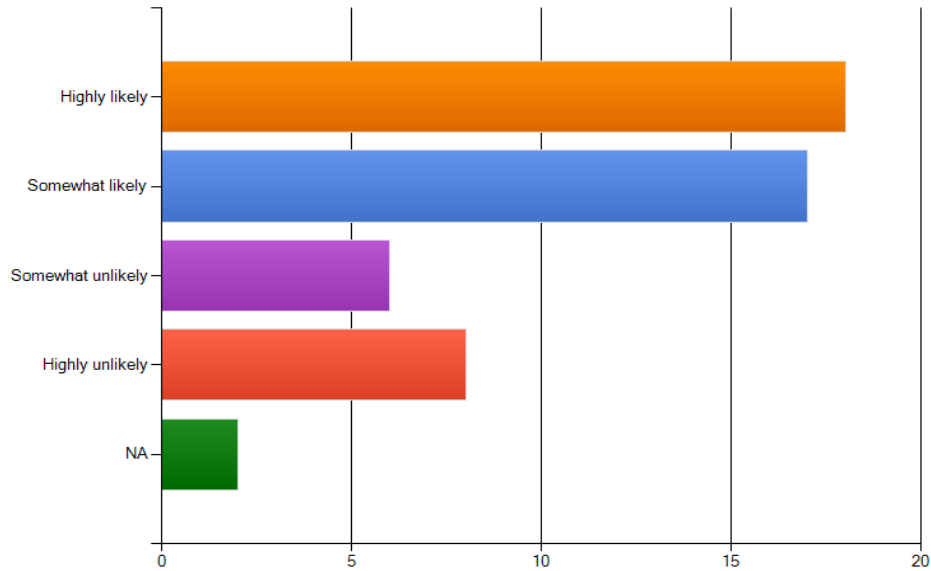
**In what general areas of administration might you be interested in working (check all that apply)?**



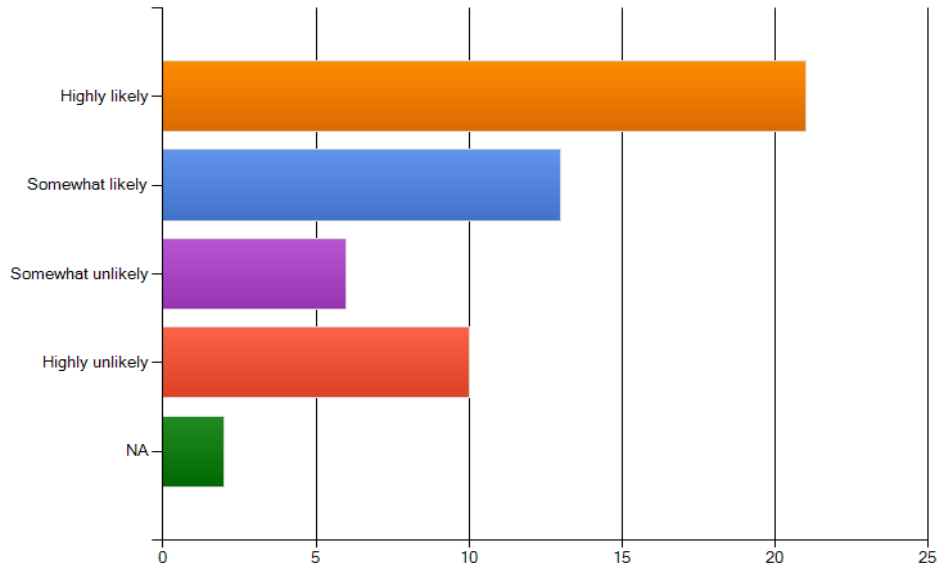
**In your chosen area, how likely is it that you will need a masters degree to advance professionally?**



**If you wish to earn a masters degree, how likely are you to want a masters in Higher Education Leadership rather than a masters in a discipline/field of study (e.g. history, math, biology, English, psychology, etc.)?**



**If you wish to earn a masters degree, how likely are you to want a masters in Higher Education Leadership rather than another professional degree at OU (e.g. business, engineering, nursing, health science, or medicine)?**





### Survey 3 – Interest in Student Affairs Courses

#### Summary of Survey Results (February, 2012)

1. If the Counseling Dept. were to offer a specialization in Student Affairs, I would be interested in enrolling. (M = 4.54, SD = 1.59)

1. Strongly Disagree (n = 8, 9.9%)
2. Disagree (n = 6, 7.4%)
3. Slightly Disagree (n = 2, 2.5%)
4. Slightly Agree (n = 17, 21.0%)
5. Agree (n = 19, 23.5%)
- 6. Strongly Agree (n = 29, 35.8%)**

2. What is the likelihood that you would enroll for a specialization in Student Affairs if it were offered? (M = 4.29, SD = 1.38)

1. Definitely would not enroll (n = 5, 6.2%)
2. Highly unlikely (n = 6, 7.4%)
3. Somewhat unlikely (n = 7, 8.6%)
4. Somewhat likely (n = 18, 22.2%)
- 5. Highly likely (n = 32, 39.5%)**
6. Definitely would enroll (n = 13, 16.0%)

3. I would be interested in taking a course in College Counseling and Advising if it were offered by the Counseling Dept. (M = 4.91, SD = 1.34)

1. Strongly Disagree (n = 4, 4.9%)
2. Disagree (n = 3, 3.7%)
3. Slightly Disagree (n = 2, 2.5%)
4. Slightly Agree (n = 12, 14.8%)
5. Agree (n = 26, 32.1%)
- 6. Strongly Agree (n = 34, 42.0%)**

4. What is the likelihood that you would enroll in a College Counseling and Advising course if it were offered by the Counseling Dept.? (M = 4.625, SD = 1.27)\*

1. Definitely would not enroll (n = 3, 3.8%)
2. Highly unlikely (n = 5, 6.3%)
3. Somewhat unlikely (n = 4, 5.0%)
4. Somewhat likely (n = 13, 16.3%)
- 5. Highly likely (n = 37, 46.3%)**
6. Definitely would enroll (n = 18, 22.5%)

\*1 participant did not answer question

5. I would be interested in taking a course in College Student Development if it were offered by the Counseling Dept. (M = 4.81, SD = 1.31)\*

1. Strongly Disagree (n = 4, 5.0%)
  2. Disagree (n = 2, 2.5%)
  3. Slightly Disagree (n = 3, 3.8%)
  4. Slightly Agree (n = 16, 20.0%)
  5. Agree (n = 26, 32.5%)
  - 6. Strongly Agree (n = 29, 36.3%)**
- \*1 participant did not answer question

6. What is the likelihood that you would enroll in a College Student Development course if it were offered by the Counseling Dept.? (M = 4.44, SD = 1.27)\*

1. Definitely would not enroll (n = 3, 3.8%)
  2. Highly unlikely (n = 5, 6.3%)
  3. Somewhat unlikely (n = 6, 7.5%)
  4. Somewhat likely (n = 21, 26.3%)
  - 5. Highly likely (n = 30, 37.5%)**
  6. Definitely would enroll (n = 15, 18.8%)
- \*1 participant did not answer question

7. I would be interested in taking a course in the Administration of Student Services in Higher Education if it were offered by the Counseling Dept. (M = 4.52, SD = 1.55)

1. Strongly Disagree (n = 8, 9.9%)
2. Disagree (n = 3, 3.7%)
3. Slightly Disagree (n = 5, 6.2%)
4. Slightly Agree (n = 12, 14.8%)
- 5. Agree (n = 29, 35.8%)**
6. Strongly Agree (n = 24, 29.6%)

8. What is the likelihood that you would enroll in an Administration of Student Services in Higher Education course if it were offered by the Counseling Dept.? (M = 4.32, SD = 1.39)

1. Definitely would not enroll (n = 7, 8.6%)
2. Highly unlikely (n = 3, 3.7%)
3. Somewhat unlikely (n = 4, 4.9%)
4. Somewhat likely (n = 24, 29.6%)
- 5. Highly likely (n = 29, 35.8%)**
6. Definitely would enroll (n = 14, 17.3%)

**Appendix C – Faculty Vitae**  
 Abbreviated Faculty Vitae – Lisa Hawley

Faculty Name: Lisa D. Hawley  Title: Associate Professor, Chair  School: SEHS	Office:  435F Pawley Hall	Office Phone: x2841  Office Email: hawley@oakland.edu
Degrees – School – Year PhD Counselor Education; University of South Carolina; 1999  M.Ed. Community Counseling; Kent State University, 1995  BA Psychology; University of Dayton, 1992	Research Interest  SES and Clinical Outcomes Process Skills Research Professional Identity	
Grants Awarded:  Hawley, L.D., & Oden, S. (2002). <i>Building qualitative analytic capacity for the School of Education and Human Services</i> . Oakland University: SEHS Research Support Committee; \$2,855. Bhargava, A., Hawley, L.D., Stein, M., Phelps, A., & Scott, C.L. (Fall, 2000). <i>Students' multicultural knowledge, attitudes, and experiences: An analysis across programs in the School of Education and Human Services</i> . Oakland University: SEHS Research Support Committee; \$2,750. Blume, T., & Hawley, L.D. (Spring, 2000). <i>Couple relationships of adult students: Supports and barriers</i> . Oakland University: SEHS Research Support Committee; \$2,900.		
Most Recent Publications (limit to 6) Calley, N.G. & Hawley, L.D. (2008). The professional identity of counselor educators. <i>The Clinical Supervisor</i> , 37, 3-16. Hawley, L.D. (2006). Reflecting teams and microcounseling in beginning counselor training: Practice in collaboration. <i>The Journal of Humanistic Education and Development</i> , 45, 198. Hall, J., & Hawley, L.D. (2004). Interactive process notes: An innovative tool in counseling groups. <i>The Journal for Specialists in Group Work</i> , 29, 193-205. Bhargava, A., Hawley, L.D., Scott, C, Stein, M., & Phelps, A. (2004). An investigation of students' perceptions of multicultural education experiences in a School of Education. <i>Multicultural Education</i> 11, 18-22.		
Graduate Courses Taught (relevant to new degree)  Group Counseling CNS 663 Internship in Counseling CNS 666 Techniques in Counseling CNS 661 Doctoral Dissertation CNS 799 Program Evaluation and Consultation CNS 691/CNS 674	Prospective Graduate Courses (relevant to new degree)  College Counseling Counseling and Advising College Student Development and the Campus Setting	

## Abbreviated Faculty Vitae – Jana Nidiffer

Faculty Name: Jana Nidiffer	Office: 480B Pawley Hall	Office Phone: x4202
Title: Associate Professor, Chair School: SEHS		Office Email: nidiffer@oakland.edu
Degrees – School – Year <u>Harvard University, Cambridge, MA</u> EdD, Administration, Planning, and Social Policy, 1994 MEd, Administration, Planning, and Social Policy, 1991 <u>Indiana University, Bloomington, IN</u> Masters Certificate, College Student Personnel Administration, 1982 MSEd, Social Studies Secondary Education, 1981 BSEd, US History/Sociology, 1979.	Research Interests <ul style="list-style-type: none"><li>• History of higher education</li><li>• Gender issues in higher education, especially leadership</li><li>• Access for low SES students to higher education</li></ul>	
Most Recent Publications (limit to 6) Nidiffer, J. (2010). Historical research on low-income students in higher education. In M. Gasman & E. St. John, eds, <i>Critical issues in the history of higher education</i> . New Foundations for Higher Education Series. New York: Routlege., Nidiffer, J. (2010). An historical glimpse of women leaders in higher education. In K O’Connor, ed, <i>Gender and women’s issues in leadership</i> . SAGE Reference Series On Leadership,. New York: SAGE. Nidiffer, J. (2010). Corrective lenses: Suffrage, feminist post-structural analysis, and the history of higher education. In E. Allan, S. Iverson, & B. Ropers-Huilman, eds. <i>Re/constructing policy in higher education: Perspectives from feminist poststructural policy</i> , New York: Routlege.  Books Nidiffer, J. & Bashaw, C. (Eds.). (2001). <i>Women administrators in higher education: Historical and contemporary perspectives</i> . Albany, NY: SUNY Press, <i>Frontiers in Higher Education Series</i> . Nidiffer, J. (2000). <i>Pioneering deans of women: More than wise and pious matrons</i> . New York: Teachers College Press. Levine, A. E. & Nidiffer. (1996). <i>Beating the odds: How the poor get to college</i> . San Francisco: Jossey-Bass.		
Graduate Courses Taught (relevant to new degree) ED 802 Educational Policy and Politics ED 911/EL 611 American Higher Education ED 912/EL 612 Administering Colleges and Universities ED 925/EL 625 Gender Issues in Higher Education	Prospective Graduate Courses (relevant to new degree) EL 581 History of American Higher Education EL 580 Introduction to American Higher Education EL 582 Current Issues in Higher Education	

## Abbreviated Faculty Vitae – Sandra Packard

Faculty Name: Sandra Packard	Office: 475E Pawley Hall	Office Phone: x3059
Title: Full Professor School: SEHS		Office Email: packard@oakland.edu
Degrees – School – Year Ed.D., 1973, Art Education, Indiana University, Bloomington, Indiana. Ms.Ed., 1966, Art Education. Indiana University, Bloomington, Indiana. B.F.A. with Teaching Certification, 1964, Syracuse University, Syracuse, New York.	Research Interest Current interest is in leadership and resource management in higher education	
Grants Awarded <i>Teacher Education in the Arts</i> . Advisory Conference of the American Association of State Colleges and Universities, funded participant, 1999. <i>Virtual Realities: The Implications of Virtual Reality for Teaching and Learning</i> . J.P. Getty Institute for Education in the Arts, funded participant, 1998.		
Most Recent Publications (limit to 6) Earlier research was in art education; professional experience is more relevant to this proposal: President, Oakland University, 1992-1995. Provost and Vice Chancellor for Academic Affairs, and Full Professor of Curriculum and Instruction with tenure, The University of Tennessee at Chattanooga, 1985-1992 Dean, College of Education and Full Professor of Curriculum and Instruction with tenure, Bowling Green State University, Ohio. 1981-1985 Teaching and Program leadership: Designed, initiated and coordinate the Higher Education Cognate for the PhD in Educational Leadership and the Post-masters Certification Program in Higher Education; Coordinate PhD Mentor Program. Seminar Instructor, American Council on Education Fellows Program, August 1995-1997. Planning and policy formation for technology in higher education. Senior Fellow, American Association of State Colleges and Universities, January-August, 1995: Washington D.C. Director, Technology In the Service of Learning Project. Developed information and policy recommendations for universities implementing online educational programs.		
Graduate Courses Taught (relevant to new degree) ED 911/EL611: Contemporary American Higher Education ED 912/EIL 612: Administering the College or University ED 913/EL 613: Executive Processes of Leadership and Management ED 921/EL 621: Resource Management in Higher Education ED 914, ED 918: Internships in Higher Education	Prospective Graduate Courses (relevant to new degree) EL 580: Introduction to American Higher Education EL 582: Current Issues in Higher Education EL 585: Leading Effective Organizations EL 587: Internship Seminar in Higher Education	

## Abbreviated Faculty Vitae – Dawn Pickard

Faculty Name: Dawn M. Pickard  Title: Associate Professor  School: SEHS	Office: 485E Pawley Hall	Office Phone: x3048  Office Email: pickard@oakland.edu
Degrees – School – Year  1988 PhD Purdue University, W. Lafayette, IN 1977 MA Governor's State University, Park Forest, IL 1970 Eastern Illinois University, Charleston, IL	Research Interest  Math & Science education Women in STEM	
Grants Awarded		
Most Recent Publications (limit to 6) <ul style="list-style-type: none"> <li>• Pickard, D., and Feters, M (2001). Science education for students with learning disabilities: At what cost? Proceedings. National Association for Research in Science Teaching Conference, St. Louis, MO . April 2001.</li> <li>• Feters, M. and Pickard, D. (2003, March). Science education for students with learning disabilities, practical solutions for science teachers. Science Scope, NSTA, Arlington, Va.</li> <li>• Wendell, D.L and Pickard, D. (2007). Teaching human genetics with mustard: rapid cycling <i>Brassica rapa</i> (Fast Plants type) as a model for human genetics in the classroom laboratory. CBE-life Sciences Education, 6: 179-185</li> <li>• Wendell, D.L. and Pickard, D. (in press). Development of genetics laboratory experiments using <i>B. rappa</i>. Proceedings, Association of Biology Laboratory Educators.</li> </ul>		
Graduate Courses Taught (relevant to new degree)  EL 621 Resource Management in Higher Education	Prospective Graduate Courses (relevant to new degree)  As a former associate dean, she will teach on academic administration	

## Abbreviated Faculty Vitae – Julia B. Smith

Faculty Name: Julia B. Smith	Office: 475 B Pawley Hall	Office Phone: x3082
Title: Associate Professor		Office Email: J15smith@oakland.edu
School: SEHS		
Degrees – School – Year UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION 1988 – 1992 Ed. D. in Education: Curriculum, Teaching, and Psychological Studies -- School Learning. Specialization in statistics, data analysis, and quantitative methods of research in sociology of education. 1985 – 1987 M.S.: Masters degree specializing in algebraic topology. 1982 – 1985 B.A.ED: Bachelor of Education in Mathematics Teaching, minor in history	Research Interest  Student Achievement	
Grants Awarded 1998: Principal Investigator - <i>Parenting and Educational Impacts on Participation in the Arts</i> \$12,500 awarded for the year 1/98-12/98 by the National Endowment for the Arts 1997-99: Co-Principal Investigator (with Dr. Richard Niemi) - <i>Course-taking and History Achievement</i> \$35,000 awarded for the years 10/97-10/98 and 10/98-10/99 by the American Educational Research Association Grants Program		
Most Recent Publications (limit to 6) 1. Niemi, N. S., Brown, N. & Smith, J. B. (2010). The portrayal of teachers in children's popular fiction. <i>Journal of Research in Education</i> . 20(2), pp 58-80. 2. Lozoff, B., Smith, J., Clark, K.M., Perales, C.G., Rivera, F., Castillo, M. (2010). Home intervention improves cognitive and social-emotional scores in iron-deficient anemic infants. <i>Pediatrics</i> , 126:e884-894. 3. Smith, J.B. & Niemi, N. (2003). <i>Body size and teacher bias: Exploring teacher ability perceptions of overweight girls at the start of school</i> . ERIC Report ED477563. 4. Smith, J.B. & Niemi, R. (2001). Learning history in school: The impact of course work and instructional practice on achievement. <i>Theory and Research in Social Education</i> , 29(1) p. 18-42. 5. McLoyd, V.C. & Smith, J.B. (2001). Physical discipline and behavior problems in African American, European American, and Latino children: Emotional support as a moderator. <i>Journal of Marriage and Family</i> , 64(1) p40-53. 6. Hofferth, S., Smith, J.B., McCloyd, V. & Finkelstein, J.. (2000). Achievement and behavior among children of welfare recipients, welfare leavers, and low-income single mothers. <i>Journal of Social Issues</i> , vol. 56 (4) pp. 747-773		
Graduate Courses Taught (relevant to new degree) EL 625 – Special Topics: The Achievement Gap in High School and College	Prospective Graduate Courses (relevant to new degree)  EL 625 – TBA	

## Abbreviated Faculty Vitae – V. Thandi Sulé

Faculty Name V. Thandi Sulé	Office 480E Pawley Hall,	Office Phone 248-370-4339
Title Assistant Professor, Education Leadership		Office Email sulé @oakland.edu
School: School of Education and Human Services		
Degrees – School – Year PhD, University of Michigan, 2009 MSW, Rutgers University, 1996 BA, Temple University, 1992	Research Interest College Student Engagement Diversity Discourse in Higher Education Policy Classroom Pedagogy; Critical Pedagogy	
Most Recent Publications (limit to 6) <ul style="list-style-type: none"><li>Sulé, V. T. (2011). Their Rightful Place: Diversity Narratives, Women of Color Agency and Transformation of the Academy . In. G. Jean-Marie &amp; B. Lloyd-Jones (Eds.), <i>Women of Color in Higher Education: Turbulent Past, Promising Future (Diversity in Higher Education)</i> [Hardcover]</li><li>Sulé, V. T. (2011). Restructuring the masters tools: Black Female and Latina Faculty navigating and contributing in classrooms through oppositional positions <i>Equity &amp; Excellence in Education</i>, 44(2), 169-187.</li><li>Sulé, V. T. (2011). How race matters: Race as an instrument for institutional transformations, a study of tenured black female faculty. In P. Pasque &amp; S. E. Nicholson (Eds.), <i>Women in higher education and student affairs: Research and practice from feminist perspectives</i>, Washington, DC: ACPA. (empirical)</li><li>Sulé, V. T. (2009). Diversity and Intersectionality: Black Female Graduate Students, In V. B. Bush, C. G. Muhammad &amp; M. B. Walpole (Eds.), <i>From Diplomas to Doctorates: The Success of Black Women in Higher Education and its Implications for Equal Educational Opportunities for All</i>. Sterling, VA: Stylus Publishing. (empirical)</li><li>Sulé, V. T. (2009). Black female faculty: Role definition, critical enactments and contributions to predominately White research institutions. <i>Journal about Women in Higher Education</i>, 2, 91-112. (empirical)</li></ul>		
Graduate Courses Taught (relevant to new degree ED 925/EL 625 Social Justice and Higher Education	Prosp Graduate Courses (relevant to new degree) EL 584 Higher Education and Educational Equity EL 580 Introduction to American Higher Education EL 582 Current Issues in Higher Education EL 586 An Introduction to the Administration of Student Affairs in Higher Education	



## Abbreviated Faculty Vitae – Robert Wiggins

Faculty Name: Robert A. Wiggins	Office: 415D Pawley Hall	Office Phone: x 3095
Title: Professor School: SEHS		Office Email wiggins@oakland.edu
Degrees – School – Year  PhD University of Illinois at Urbana-Champaign 1993C.A.S. Hofstra University Hempstead, New York 1980 M.S. Queens College City University of New York 1977 B.A. (Cum Laude) Queens College City University of New York 1973	Research Interest  Cultural diversity in education; Qualitative methodology; Interdisciplinary teaching	
Grants Awarded Wiggins, R. A. (2009, March). Michigan Department of Education Research Collaborative. Secured funding for a one-year half-time Graduate Assistantship and faculty stipend through a Fiscal Agent Partnership with the Michigan Department of Education and the Ingham County Intermediate School District. \$23,000.		
Most Recent Publications (limit to 6) Martin, R., Wiggins, R. A., & Zumstag, T. (2009). Learning Achievement Coalition: One county’s efforts at closing the achievement gap. <i>Perspectives: A journal of research and opinion about educational service agencies</i> , 15, 39-46.  Brown, N., Wiggins, R. A., & Secord, D. M. (2009). This MUST be a suburban classroom! Using photographs to investigate teacher candidates’ developing professional identities. <i>Brock Education: A Journal of Educational Research and Practice</i> , 18(2), 49-65.  Wiggins, R. A. & Wiggins, J. (2008). Primary music education in the absence of specialists. (equal contributors) <i>International Journal of Education and the Arts</i> , 9(12). Retrieved Novemembr 3, 2008 from <a href="http://ijea.org/v9n12/">http://ijea.org/v9n12/</a> .  Wiggins, R. A., Follo, E. J. & Eberly, M. B. (2007). The impact of a field placement immersion program on pre-service teacher’s attitudes toward teaching culturally diverse students. <i>Teaching and Teacher Education</i> , 23(5), 653-663. (juried) Wiggins, R. A. (2004). Generalist teachers teaching music: Issues and concerns. <i>Asia-Pacific Journal for Arts Education</i> , 2(2), 3-19. (invited, juried)		
Graduate Courses Taught (relevant to new degree) Intro. to Curriculum, Instruction & Leadership Issues in Education Introduction to Educational Administration	Prospective Graduate Courses (relevant to new degree)  As a former associate dean, he will teach on academic administration	

Abbreviated Biographical Sketch – Louis B. Gallien, Dean, SEHS

Louis B. Gallien, Jr., B.S., M.A., Ed.D  
Dean & Professor

Prior to his arrival last year as Dean and Professor of Education at Oakland University, Gallien was a Distinguished Professor of Education and department chair of the doctoral program in higher education leadership. Professor Gallien began his college teaching career in 1987 at Millsaps College in Jackson Mississippi, the same year he earned his doctorate from the University of North Carolina. During the ensuing years, he taught at Transylvania University (one of the oldest liberal arts colleges in the United States), Wheaton College, served as Department chair of the teacher education program at Mercer University and, before arriving at Regent in 2002, was a professor of urban education at Spelman College (one of only two remaining historically black colleges for women in the U.S). He also held adjunct professorial positions at Morehouse College and Emory University. He has taught on the B.S., M.Ed. M.A.T., Ed.S and Ed.D degree levels at the afore-mentioned educational institutions. He served two terms as President of the Georgia Association of Independent Colleges for Teacher Education.

Gallien's primary research interests center on African American pedagogy, religion, culture and history. In that vein, he has co-edited two texts titled: *Instructing and Mentoring the African American College Student: Strategies for Success in Higher Education*, Allyn and Bacon, 2004 and *Closing the African American Achievement Gap in Higher Education*, Teachers College Press, 2007. He has written monographs, chapters and articles on the following African American themes: black male underachievement patterns and attitudes towards education in the deep South, impact of a cross-cultural mentoring program in an inner-city environment, the impact of hip-hop culture on the values of African American college students, the pedagogical ramifications of the works of W.E.B Dubois on contemporary college students, utilizing cross-cultural texts in a pedagogy and ethics graduate course, the positive impact of a Core Curriculum on middle school African American students, the impact of high-stakes testing on African American students, distance education issues impacting African American graduate students and their sense of community and academic connectness. He has also collaborated with two psychology professors, Professors Mark Yarhouse and Latrelle Jackson on articles pertaining to the conflicted identities and issues surrounding black men who engage in same sex behaviors and indigenous forms and frameworks of character development in black communities.

Additionally, he has completed two encyclopedic biographies on John Perkins and Jeanne Middleton-Hairston for the Harvard University series on *Notable African Americans* in the 21<sup>st</sup> Century, edited by Dr. Henry Louis Gates, Jr., Chair of the African American Studies at Harvard in Oxford University Press published in 2008. He is involved in an international study for research in England, Brazil, and the United States on African-Caribbean male high school students for which he has received two grants with his former doctoral fellow Professor Emery Petchauer, of Lincoln University.

His secondary research interests center on the integration of faith and learning from pedagogical and historical perspectives. In that regard, he has written a series of four monographs on the early history of Wheaton College that focuses on their radical heritage as an abolitionist institution during 1994-2004: (*Almost Persuaded: The Wesleyan-Holiness Movement's Influence on Jonathan Blanchard and Wheaton College from 1839-1889*, *Revive Us Again: The Conflicted Missions of Oberlin and Wheaton College During the Progressive Era*, *A Daughter of the King: The Ministry and Life of Rev. Frances Townsley During the Progressive Era 1873-1903*, *Is Your All on the Altar?: The Quest for Wesleyan Perfection in Revivals at Oberlin and Wheaton Colleges*). His chapter on Blanchard was funded by the Pew Foundation and the other articles were funded by grants from Wheaton College. The papers were presented at conferences at the Society of American Church Historians meetings at Oberlin and Wheaton Colleges, and twice at Asbury Theological Seminary, and published in several journals.

He has held six major fellowships in his career from the University of Michigan (Rackham Fellow), Wye Institute (Wye Plantation, MD), Pew Foundation (research), Mellon Fellow (overseas institute), NEH (summer research at Haverford College, PA), Georgia Governor's Teaching Fellow (University of Georgia). He represented Regent at two international institutes, the Oxford Roundtable at Lincoln College, Oxford University and the Salzburg Seminar in Salzburg, Austria. He was also Visiting Scholar at Oxford-Brookes University in Oxford, England in the summer of 2004.

He has conducted faculty development seminars on effective pedagogical strategies for colleges and universities across the country, including Morehouse College, where he co-led their Annual Faculty Development Conference in May 2002 with Dr. Angela Farris-Watkins, an educational psychologist and the niece of the late Dr. Martin Luther King, Jr. He was also a plenary speaker at the Tenth Annual Black Family Conference in Louisville, KY where he presented his research on black males with Dr. Jawanza Kunjufu. He has also conducted faculty in-service workshops for the Schools of Undergraduate Studies, Divinity, Psychology and Counseling and the Center for Teaching and Learning at Regent University.

In 2006, Gallien was presented three awards from Regent University: He was awarded the **Annual Faculty Spring Award** for outstanding teaching, research and service, **the School of Education Professor of the Year Award** and, **The Chancellor's Award** as the outstanding faculty member of the year for the entire University faculty at Commencement.

In March of 2010, Professor Gallien was the spring Convocation Speaker at Erskine College (SC) where he delivered an address on the contemporary search for effective faith and learning integration models in church-related institutions in the South.

In Spring of 2010, Professor Gallien was offered and accepted the position of Dean and Professor of Education with tenure of the School of Education and Human Services at Oakland University in Rochester, MI. Dean Gallien oversees a staff of nearly fifty and a faculty of just under 80 full-time and a student body of undergraduates and graduates of around 2,000. Oakland's School of Education and Human Services is known for its effective programs in teacher leadership, human resources development, counseling, educational leadership, child studies & human development, teacher development & educational studies and is gaining a

national reputation in Autism.

He currently serves on the Board of Directors for the Michigan Association of Colleges for Teacher Education, the steering committee for the Higher Education Consortium of Colleges and Universities for the Detroit Public Schools and is a board member of the Auburn Hills Chamber of Commerce.

Dean Gallien's latest publications are a chapter in a book from New York University Press titled: *Black Tongues of Fire: Afro-Pentecostalism and its Changing Discourses*. (eds. Alexander and Young, 2011). His chapter is titled: "Navigating the Music of Earthly Desire and Heavenly Bliss in the Careers of Sam Cooke, Donny Hathaway and Marvin Gaye." And, another chapter in a book from Blackwell Press, Oxford England titled: "The Double Conscious Nature of American Evangelicalism's views over Civil Rights in the Progressive Era.

He is working on a book titled: *A Precarious Future: The Demise of Exclusive Higher Educational Institutions in the United States*. Oxford University Press, in preparation.

## Appendix D – New Course Syllabi

### Introduction to American Higher Education (EL 580) Syllabus

1. Course: Introduction to American Higher Education, EL 580, 4 credit hours
2. **Catalogue Description:** The purpose of this course is to provide students with an introduction to American higher education, its organization at national, state, local and institutional levels and to the roles and responsibilities of its administration. The course will include: an introduction to the core values in higher education; the diverse missions of different kinds of higher education institutions; governance; the roles of faculty; and the impact of changing student demographics.
3. **Instructor:** Dr. Sandra Packard, Professor of Education  
475E Pawley Hall, Oakland University, Rochester, MI 48309  
248 370 3059 (office), 248 568 9206 (cell), 248 366 3088 (home).  
[packard@oakland.edu](mailto:packard@oakland.edu),  
Other faculty members in the Department of Educational Leadership in Higher Education
4. **Prerequisites:** Admission to the Masters in Educational Leadership: Higher Education Leadership, or other graduate programs at Oakland University, or by permission of the instructor.
5. **Required Reading:**
  - American Council on Education. (2007). *A brief guide to U.S. higher education: 2007 edition*. Washington, D.C. American Council on Education.
  - *The Chronicle of Higher Education*. Washington, D.C.: The Chronicle of Higher Education, Inc.(available online through Kresge Library)
  - A higher education research journal in a field of their choosing (e.g. student affairs, university relations, college teaching).
6. **Learning Goals:** This course will provide students with a broad understanding of how higher education is organized and managed in the United States, possible career paths the students may follow, the diverse forms of higher education institutions depending on their mission, and the sustaining core values that make American higher education unique and respected throughout the world. The students will also be introduced to the major organizations, accrediting bodies, and other influences on higher education today.  
By completion of the course the students will:
  - Demonstrate knowledge and understanding of the organization and administration of American higher education.
  - Demonstrate knowledge and understanding of emerging trends in higher education and be able to clearly articulate their own views in written and oral format.
  - Develop the habit of regular reading of news and research in higher education to support continuous improvement in their work.

- Use the computer to research course content and to engage in meaningful dialogue with fellow students on the topics covered in the course.
  - Evidence respect for the diverse populations and missions that higher education serves in America.
  - Have an enlarged vision of higher education and how they might contribute.
7. **Course Topics and Knowledge Base:**
1. The structure and organization of higher education at the national, state and local levels (e.g. federal and state agencies; national professional and accreditation organizations; state commissions and local governing boards; public, private, religious and corporate ownership).
  2. The diversity and changing missions of higher education and how they have and may shape the academy.
  3. Economics and higher education (e.g. the rise of the for-profit university, distance learning and virtual universities, the effects of federal and state financial aid policies, the new metropolitan university, higher education funding in Michigan).
  4. Emerging trends in higher education (e.g. demographic diversity-access and affirmative action; the impact and use of new technologies and the virtual university; new alliances with business and industry; student consumerism; role of the university in k-12 education; recreating the university as a community of learners; standards and the business of athletics).
  5. Core values in higher education (e.g. academic freedom, intellectual property rights, general education, the university as the storehouse and incubator of new knowledge, the professor as information expert).
8. **Methods of Instruction:** The course will be taught in a hybrid format using seminar style for classroom based classes that will include both lecture and active learning methodology and Moodle discussion for writing development and reflection. Students will also visit and interview three different universities or colleges and interview a student and a staff member (teaching or administrative) from each. Understandings and insights gained from these visits will be presented in class. To develop the habit of regular reading of current news and research in higher education, each week each student will be responsible for posting on Moodle a weekly response to the *Chronicle* and journal reading and to respond to at least one other student's weekly post.
9. **Performance Assessment:** Students will be assessed based upon the success of their learning performance in class presentations, Moodle discussion and assignments. All writing will be graded based on content and correct usage of grammar, spelling, punctuation, and sentence structure. Scholarly papers are expected to utilize The Publication Manual of the American Psychological Association, 7<sup>th</sup> edition format.
10. **Course Requirements and Grading:** Grades will be based on a 4.0 system with each of the following contributing to the final grade as noted below.
1. Class participation including Moodle assignments and discussion (.5)
  2. Moodle discussion assignments of weekly reading (1.5)
  3. University/College visits and interviews (.5)

4. Written Analysis of visits and interviews (.5)
5. Class presentation of visits and interviews (.5)
6. Tests (.5)

## 11. Bibliography:

- Aronowitz, S. (2000). The knowledge factory: Dismantling the corporate university and creating true higher learning. Boston, MA: Beacon Press.
- Boland, H.G. (2001). Creating the Council for Higher Education Accreditation (CHEA): Building a new national organization on accrediting. Westport, CT: American Council on Education, Orxy Press.
- Bogue, E. G. & Aper, J. (2000). Exploring the heritage of American higher education. Phoenix, AZ: American Council on Education, ORYX Press.
- Brown, D. G. (2000). Interactive learning: Vignettes from America's most wired campuses. Bolton, MA: Anker Publishing Company, Inc.
- Clayton, S.D. & Crosby, F.J. (1992). Justice, gender and affirmative action. Ann Arbor, MI: University of Michigan Press.
- Currie, J. & Newson, J.A. (1998). Universities and globalization: Critical perspectives. Thousand Oaks, CA: Sage Publications.\*
- Ehrlich, T. (2000). Civic responsibility and higher education. Phoenix, AZ: American Council on Education, ORYX Press.
- Goodchild, L. F. & Wechsler, H. S. (1997). The history of higher education: An ASHE reader, second edition. Washington, D.C.: Ginn Press.
- King, J.E. (Editor) (1999). Financing a college education: How it works, how its changing. Westport, CT: American Council on Education, Orxy Press.
- Hirsch, W.Z. & Weber, L.E. (1999) Challenges facing higher education at the millennium. Westport, CT: American Council on Education, Oryx Press.
- Huber, R. M. (1992). How professors play the cat guarding the cream: Why we're paying more and getting less in higher education. Fairfax, VA: George Mason University Press.\*
- Katz, R.N. (1999). Dancing with the devil: Information, technology and the new competition in higher education. San Francisco, CA: Jossey-Bass Publishers.\*
- Kolodny, A. (1998). Failing the future: A dean looks at higher education in the Twenty-First Century. Durham, NC: Duke University Press.\*
- Leigh-Smith, B. & McCann, J. (2000). Reinventing ourselves: Interdisciplinary education, collaborative learning and experimentation in higher education. Bolton, MA: Anker Publishing Company, Inc.
- Mills, C. W. (1997). The racial contract. Ithaca, NY: Cornell University Press.
- Richardson, R.C.Jr., Bracco, K.R., Callan, P.M. & Finney, J.E. (1999) Designing higher education systems for a new century. Westport, CT: American Council on Education, Orxy Press.
- Thelin, J.R. (2004) A history of American higher education. Baltimore, MA: The John Hopkins University Press.
- Tidball, M.E., Smith, D.G., Tidball, C.S. & Wolf-Wendel, L.E. (1999). Taking women seriously: Lessons and legacies for educating the majority. Westport, CT: American Council on Education, Orxy Press.

Weingartner, R.H. (1996). Fitting form to function: A primer on the organization of academic institutions. Westport, CT: American Council on Education, Orxy Press.

West, C. (1994). Race matters. New York, New York: Vintage Books, Random House.\*

\*Books available in Kresge Library



## **History of American Higher Education (EL 581) Syllabus**

### **1. Course:**

History of American Higher Education, EL 581, 4 credit hours

### **2. Catalogue Description:**

This course explores the history of American higher education as a story of growth and change accompanied by a persistent struggle for definition and identity – from a limited group of colleges designed to train a small percentage of elite white men for the clergy and high political positions, to an enterprise that involves well over half the adult population of the country and countless citizens from other nations. Using primary and secondary sources, students will examine the struggle of persons, institutional types, or ideas on the “margins” as they become part of the central fabric of higher education. Specifically, this class will analyze the shifting nature of the answers to five fundamental questions that seek to define the goals, philosophy, and means of higher education. These questions are: who should be taught; what should be taught; how should institutions be governed; who should be served; and what is the role of higher education in the larger society?

### **3. Instructor:**

Dr. Jana Nidiffer, Associate Professor of Education  
480B Pawley Hall, Oakland University, Rochester, MI 48309  
248-370-4042 (office), 734-761-1566 (home).  
[nidiffer@oakland.edu](mailto:nidiffer@oakland.edu)

Other faculty members in the Department of Educational Leadership in Higher Education

### **4. Prerequisites:**

Admission to the Masters in Educational Leadership: Higher Education Leadership, or other graduate programs at Oakland University, or by permission of the instructor.

### **5. Required Reading:**

Boren, M. E. (2001). *Student resistance: A history of the unruly subject*. New York: Routledge.

Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York: Oxford University Press.

Geiger, R. L. (Ed.). (2000). *The American college in the nineteenth century*. Nashville, TN: Vanderbilt University Press.

Thelin, J. R. (2004). *A history of American higher education*. Baltimore: Johns Hopkins Press.

Numerous other chapters from books, scholarly articles, primary documents, and various artifacts.

## **6. Learning Goals:**

This course will provide students with a broad understanding of how higher education in the United States developed, from the founding of Harvard College in 1636 through the turn of the 21<sup>st</sup> century. The students will also be introduced to the major transition points in the history of higher education as well as significant historical actors, institutional types, and persistent themes. By completion of the course the students will:

- Demonstrate knowledge and understanding of the major eras in the history of higher education;
- Articulate the common themes and issues that have dominated debate for almost four centuries;
- Understand the development of the various institutional types and other innovations that shape modern higher education; and
- Discern primary sources and demonstrate how to use them as evidence in academic research.

## **7. Course Topics and Knowledge Base:**

- The Colonial College, Native Americans, and the Dartmouth College Case
- What to teach? The Yale Report and Curricular Control
- The Morrill Act and the State Colleges
- Development of the Research University – New Actors, New Disciplines, and New Outcomes
- The Impact of Socio-economic Status on Educational Attainment
- Does Gender Matter? The Debate on Educating Women
- The Struggle for Education for African Americans
- The Community College and the Truman Report
- Student Life; Student Unrest
- Mass Higher Education and the Modern Era

## **8. Methods of Instruction:**

- My approach will be to engage in a highly learner-centered pedagogy, informed by theories incorporated within the field referred to as “feminist,” “liberatory,” or “critical” pedagogy.
- I will provide an appropriate balance between sufficient structure (for focus and coherence) and free choice in both reading and research assignments (for self-directed learning).
- The content is chosen to facilitate your understanding of the history of higher education from multiple perspectives.
- You will be called upon to demonstrate multiple intellectual skills including oral presentation, discussion, essay and reflective writing, and research-based writing.
- Classroom interaction should be dominated by discussion and your oral presentations and discussion.

### 9. Performance Assessment:

All writing will be graded based on content and correct usage of grammar, spelling, punctuation, and sentence structure.

### 10. Course Requirements and Grading:

A total of 100 points will be given for all assignments. The final grade, based on the 4.0 scale, will be calculated by dividing the total points received by 25. Each of the following are worth the points as noted below:

- Class participation and reading responses (20)
- Context exercise (10)
- Web-based primary source document analysis (30)
- Primary and secondary source research paper (40)

### 11. Bibliography:

The primary journals in the history of education:

*History of Education Quarterly*

*History of Higher Education Annual*

Barrow, Clyde W. *Universities and the Capitalist State: Corporate Liberalism and the Reconstruction of American Higher Education, 1894-1928*. Madison: University of Wisconsin Press, 1990.

Bronner, Thomas Neville. *To the Ends of the Earth: Women's Search for Education in Medicine*. Cambridge: Harvard University Press, 1992.

Caple, Richard B. *To Mark the Beginning: A Social History of College Student Affairs*. Lanham, MD: University Press of America, 1998.

Carney, Cary M. *Native American Higher Education in the United States*. New Brunswick, NJ: Transaction Publishers, 1999.

Chomsky, Noam, et al. *The Cold War and the University*. New York: The New Press, 1997.

Clarke, Edward H. *Sex in Education: Or, A Fair Chance for the Girls*. Boston: James R. Osgood and Co., 1873; reprint, New York: Arno Press, 1972.

Clifford, Geraldine Jongich, ed. *Lone Voyagers: Academic Women in Coeducational Institutions, 1870-1937*. New York: The Feminist Press, 1989.

Douglass, John A. *The California Idea and American Higher Education, 1850 to the 1960 Master Plan*. Stanford: Stanford University Press, 2000.

Drachman, Virginia G. *Women Lawyers and the Origins of Professional Identity in America*. Ann Arbor: University of Michigan Press, 1993.

Drewry, Henry N. and Doerman, Humphrey. *Stand and Prosper: Private Black Colleges and Their Students*. Princeton, NJ: Princeton University Press, 2001.

Fitzpatrick, Ellen. *Endless Crusade: Women Social Scientists and Progressive Reform*. New York: Oxford University Press, 1990.

Freeland, Richard M. *Academia's Golden Age: Universities in Massachusetts, 1945-1970*. New York: Oxford University Press, 1992.

Geiger, Roger L., *The American College in the Nineteenth Century*. Nashville, TN: Vanderbilt University Press, 2000.

- Geiger, Roger L., *To Advance Knowledge: the Growth of American Research Universities, 1900-1940*. New York : Oxford University Press, 1986.
- Glazer, Penina Migdal and Miriam Slater. *Unequal Colleagues: The Entrance of Women into the Professions, 1890-1940*. New Brunswick: Rutgers University Press, 1987.
- Gordon, Lynn. D. *Gender and Higher Education in the Progressive Era*. New Haven: Yale University Press, 1990.
- Henry, James Buchanan and Christian Henry Scharff, *College As It Is or, The Collegians' Manual in 1853*. Princeton, NJ: Princeton University Press, 1996. Reprint Edition.
- Herbst, Jurgen. *From Crisis to Crisis; American College Government, 1636-1819*. Cambridge; Harvard University Press, 1982.
- Hofstadter, Richard and C. DeWitt Hardy. *The Development and Scope of Higher Education in the United States*. New York: Columbia University Press, 1952.
- Hofstadter, Richard and Walter P. Metzger. *The Development of Academic Freedom in the United States*. New York: Columbia University Press, 1955.
- Horowitz, Helen Lefkowitz. *Alma Mater: Design and Experience in the Women's Colleges from their Nineteenth Century Beginnings to the 1950s*. New York: Alfred A. Knopf, 1984.
- Ihle, Elizabeth L. ed. *Black Women in Higher Education: An Anthology of Essays, Studies and Documents*. New York: Garland Publishing, 1992.
- Kornbluh, Joyce L. and Frederickson, Mary, eds. *Sisterhood and Solidarity: Workers' Education for Women, 1914-1984*. Philadelphia: Temple University Press, 1984.
- Lagemann, Ellen Condliffe. *A Generation of Women: Education in the Lives of Progressive Reformers*. Cambridge: Harvard University Press, 1979.
- Lasser, Carol, ed. *Educating Men and Women Together: Coeducation in a Changing World*. Urbana: University of Illinois Press, 1987.
- Lemann, Nicholas. *The Big Test: Secret History of the American Meritocracy*. NY: Farrar, Straus and Giroux, 1999.
- Marsden, George M. *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. New York: Oxford University Press, 1994.
- McCandless, Amy Thompson. *The Past in the Present: Women's Higher Education in the Twentieth-Century South*. Tuscaloosa, AL: University of Alabama Press, 1999.
- Neufeldt, Harvey G. and McGee, Leo, eds. *Education of the African American Adult: An Historical Overview*. Westport, CT: Greenwood Press, 1990.
- Newfield, Christopher. *Ivy and Industry: Business and the Making of the American University, 1880-1980*. Durham, NC: Duke University Press, 2003.
- Nidiffer, Jana. *Pioneering Deans of Women: More than Wise and Pious Matrons*. New York: Teachers College Press, 2000.
- Noble, Jeanne L. *The Negro Woman's College Education*. New York: Bureau of Publications, Teachers College, Columbia University, 1956.
- Orum, Anthony M. *Black Students in Protest: A Study of the Origins of the Black Student Movement*. Washington: American Sociological Association, 1972.
- Palmieri, Patricia Ann. *In Adamless Eden: The Community of Women Faculty at Wellesley*. New Haven: Yale University Press, 1995.
- Rainsford, George N. *Congress and Higher Education in the Nineteenth Century*. Knoxville: The University of Tennessee Press, 1972.
- Reuben, Julie A. *The Making of a Modern University: Intellectual Transformation and the Marginalization of Morality*. Chicago: The University of Chicago Press, 1996.

- Roberts, Jon H. and James Turner, *The Sacred and the Secular University*. Princeton, NJ: Princeton University Press, 2000.
- Rosenberg, Rosalind. *Beyond Separate Spheres: The Intellectual Roots of Modern Feminism*. New Haven: Yale University Press, 1982.
- Ross, Lawrence C. Jr. *The Divine Nine: The History of African American Fraternities and Sororities*. NY: Kensington Publishing Corp., 2000.
- Rossiter, Margaret W. *Women Scientists in America: Struggles and Strategies to 1940*. Baltimore: The Johns Hopkins University Press, 1982.
- Schrecker, Ellen W. *No Ivory Tower: McCarthyism and the Universities*. New York: Oxford University Press, 1985.
- Slosson, Edwin E. *Great American Universities*. New York: The Macmillan Company, 1910.
- Sollors, Werner, Caldwell Titcomb, and Thomas A. Underwood. *Blacks at Harvard*. New York: New York University Press, 1993.
- Talbot, Marion. *The Education of Women*. Chicago: University of Chicago Press, 1910.
- Thelin, John R. *A History of American Higher Education*. Baltimore: Johns Hopkins Press, 2004.
- Thwing, Charles F. *College Administration*. New York: The Century Co., 1900.
- Veblen, Thorstein. *Higher Learning in America: A Memorandum on the Conduct of University Business Men*. New York: B. W. Huebsch, 1918.
- Veysey, Laurence R. *The Emergence of the American University*. Chicago: University of Chicago Press, 1965.
- Walsh, Mary Roth. *"Doctors Wanted, No Women Need Apply": Sexual Barriers in the Medical Profession, 1835-1935*. New Haven: Yale University Press, 1977.
- Watterson, John Sayle. *College Football: History, Spectacle, Controversy*. Baltimore: John Hopkins University Press, 2000.
- Whitehead, John S. *The Separation of College and State: Columbia, Dartmouth, Harvard, and Yale, 1776-1876*. New Haven: Yale University Press, 1972.
- Woody, Thomas. *A History of Women's Education in the United States*, 2 vols. New York: Science Press, 1929; reprint, New York: Octagon Books, 1980.
- Ye, Weili *Seeking Modernity in China's Name: Chinese Students in the United States, 1900-1927*. Stanford, CA: Stanford University Press, 2001.

## **Current Issues in American Higher Education (EL 582) Syllabus**

1. **Course:** Current Issues in Higher Education, EL 582, 4 credit hours
2. **Catalogue Description:** The purpose of this course is to strengthen student's understanding of the complex issues facing American Higher Education today. Through in-depth study of the policies, practices and critical issues of contemporary American higher education, students will enhance their analytical skills and broaden their understanding of key issues such as global education, access and diversity, and accountability and assessment.
1. **Authorized Instructions:** Dr. Sandra Packard, Professor  
475E Pawley Hall, Oakland University, Rochester MI 48309  
248-370-3059(office), 248-366-3088(home), 248-568-9206 (cell)  
packard@oakland.edu  
Other Full and adjunct faculty approved by the Department of Educational Leadership.
4. **Prerequisites:** Admission to the Masters in Educational Leadership: Higher Education Leadership, or other Oakland University program, or by permission of the instructor.
5. **Required Textbook(s):**  
Hersh,R. and Merrow,J. (2006) *Declining by degrees: Higher education at risk*. St. Martin's Press,LLC, N.Y.,N.Y. ISBN 1-4039-7316-4  
*The Chronicle of Higher Education*. Washington, D.C. The Chronicle of Higher Education, Inc. ISBN 0009-5982. Available on-line through Kresge Library.
6. **Learning Goals for Student Performance:**
  1. Students will develop a knowledge and understanding of the major issues and challenges facing American Higher Education today.
  2. Students will enhance their skills in identifying, integrating, analyzing and synthesizing information from various sources through the reading of research, contemporary literature and the observation of practice.
  3. Students will broaden their perspectives on current issues in higher education and their understanding of the complexities of the issues.
  4. Students will formulate and communicate orally and in writing cogent arguments for their perspectives on current issues.
7. **Course Topics or Knowledge Base:**
  1. The core values of higher education and the forces changing these values.
  2. The role and impact of for-profit higher education.
  3. Equity of access to higher education.
  4. The cost of higher education.
  5. The changing professoriate.

6. New technologies for educational delivery.
7. What do today's and future students need and want from higher education.
8. **Assessment and accountability.**
9. Other-based on current issues and student interests.

- 8. Course Requirements and Clinical Practice:** Students will be required to select a topic relating to the major issues presented in the course and examine the history of this topic, relevant theory and research related to the topic, and recent practice and contemporary critiques on this topic. The results of their in-depth examination of the topic will be presented to the class via a power-point presentation and submitted in the form of a scholarly paper to the course instructor. Additional course requirements will be determined by the course instructor.
- 9. Methods of Instruction:** The course will be taught using a professional seminar format, heavily based on active learning strategies to engage students in the learning process. Instructional methods will vary including class discussion and debate, reading, lecture, student presentation, campus observations, case studies, simulations, and on-line discussion forums.
- 10. Performance Assessment and Grading:** Grading will be done using the Oakland University 4.0 system. Grades will be given for class participation: demonstrated evidence of the required reading: and class assignments such as papers, and presentations. All written work will be expected to use the American Psychological Association publication format. Grading rubrics will be developed by the class as part of the learning process on assessment.

## **Academic Development and Curriculum (EL 583) Syllabus**

**Course:** Academic Development and Curriculum, El 583, 4 credit hours

**Catalogue Description:** This course will prepare students for entry and mid level positions in the academic affairs division of a college or university. Course content will include: college student learning; changing instructional methodologies; the historical, theoretical and philosophical foundations of curricula; academic standards; learning assessment; academic support services; remedial and non-degree education; high school to college articulation; persistence to graduation; and accreditation.

**Instructor:** Dr. Sandra Packard, Professor of Education

475E Pawley Hall, Oakland University, Rochester, Mi 48309

248 370 3059 (office), 248 368 9206 (cell), 248 366 3088 (home)

[packard@oakland.edu](mailto:packard@oakland.edu).

Other faculty in the Department of Educational Leadership in Higher Education

**Prerequisites:** Admission to the Masters in Educational Leadership: Higher Education Leadership, or by permission of the instructor.

**Required Reading:**

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates (2005), *Student success in college: Creating conditions that matter*. John Wiley and Sons, Inc. San Francisco, CA. ISBN 0-7879-7914.

Stark, J. S., & Lattuca, L. (2009). *Shaping the college curriculum: Academic plans in context* (2nd ed.). San Francisco: Jossey-Bass.

**Learning Goals:** Students who aspire to careers in Academic Affairs units need to understand both the instructional and the support functions and operations of the Academic Affairs Division, as well as how to organize and manage them for student success. Students will demonstrate an understanding of and the capability to:

1. Create with faculty, staff and students a positive culture that promotes learning and intercultural competence.
2. Assist in the development of a collaborative learning organization that supports instructional improvement and incorporates best practice.
3. Foster curriculum development and educational assessment.
4. Develop appropriate structures to support student persistence to graduation.
5. Use a variety of supervisory methods to improve teaching and learning.
6. Understand the full academic mission including the development of new knowledge through research; knowledge preservation and dissemination; community service; and the preparation of the next generation through teaching.
7. Understand the function and mission of the many academic support units and functions within academic affairs and how to organize their collaboration to benefit students.



**Course Topics and Knowledge Base:**

1. curricular planning based on current theories of college student learning
2. diversity issues – faculty and curriculum
3. best practices in institutional responses to changing instructional methodologies
4. the historical, theoretical and philosophical foundations and current status of curricula
5. history, governance and management of academic standards
6. uses and misuses of learning assessment
7. academic support services
8. model programs in remedial
9. high school to college curricular articulation
10. effective strategies for persistence to graduation
8. accreditation.

**Methods of Instruction:** The course will be taught seminar style with students significantly involved in active learning activities centered on the topics cover in the course. Additionally, lecture, reading, campus visitations, term projects and out of class assignments will be used to instruct the students.

**Performance Assessment:** Students will be assessed based upon the success of their learning performance in class presentations, classroom and on-line discussion and writing and other assignments. All writing will be graded based on content and correct usage of grammar, spelling, punctuation, and sentence structure. Scholarly papers are expected to utilize The Publication Manual of the American Psychological Association, 7<sup>th</sup> edition format.

**Course Requirements and Grading:** Grades will be based on a 4.0 system with each of the following contributing to the final grade as noted below.

1. Class participation including Moodle assignments and discussion (.5)
2. Moodle discussion assignments of weekly reading (.5)
3. University/College visits and interviews (.5)
4. Written Analysis of visits and interviews (.5)
5. Class presentation of visits and interviews (.5)
6. Term project (1.5)

## **Higher Education and Educational Equity (EL 584) Syllabus**

### **1. Course:**

Higher Education and Educational Equity, EL 584, 4 credit hours

### **2. Catalogue Description:**

In the United States, attaining a college degree confers financial, cultural and social capital. Therefore, any barrier – structural or cultural – limits a person's ability to obtain the benefits of a higher education. This course will examine the effects of gender, race, and socio-economic status on both access and persistence for students in American colleges and Universities.

### **3. Instructor:**

Dr. Jana Nidiffer, Associate Professor of Education  
480B Pawley Hall, Oakland University, Rochester, MI 48309  
248-370-4042 (office), 734-761-1566 (home).  
[nidiffer@oakland.edu](mailto:nidiffer@oakland.edu)

Other faculty members in the Department of Educational Leadership in Higher Education

### **4. Prerequisites:**

Admission to the Masters in Educational Leadership: Higher Education Leadership, or other graduate programs at Oakland University, or by permission of the instructor.

### **5. Required Reading:**

Bourdieu, P. (1993). *The field of cultural production*. New York: Columbia University Press.

Chang, M. J., Witt, D., Jones, J. & Hakuta, K. (Eds.). (2003). *Compelling interest: Examining the evidence on racial dynamics in colleges and universities*. Stanford, CA: Stanford University Press.

Gasman, M., Baez, & Turner, C. S. V. (Eds.). (2008). *Understanding minority serving institutions*. Albany, NY: State University of New York Press.

Goodwin, L. L. (2006). *Graduating class: Disadvantaged students crossing the bridge to higher education*. Albany, NY: State University of New York Press.

Perna, L. W. (2010) *Understanding the working college student: New research and its implications for policy and practice*. Sterling, VA: Stylus Publishing, LLC.

Sax, L. J. (2008). *The gender gap in college: Maximizing the developmental potential of women and men*. San Francisco: Jossey-Bass.

Strayhorn, T. L. & Terrell, M. C. (Eds.) (2010). *The Evolving challenges of Black college students: New insights for practice and research*. Sterling, VA: Stylus Publishing, LLC.

Other chapters from books or scholarly articles as needed.

## **6. Learning Goals:**

This course will introduce students to a new way of understanding why inequities persist and how those relate to the benefits that accompany a college education. Further, the students will become aware of the overlapping issues for various groups as well as the unique challenges faced by women, low-SES, students and students of color, especially African American, Asian, and Latino/a students. Finally, the students will learn what strategies and policies – as demonstrated in the empirical literature – may be used by individual institutions, practitioners, or larger governing organizations to mitigate such barriers. By completion of the course the students will:

- Demonstrate knowledge of the benefits accrued by obtaining a college education as well as the role higher education plays in the American cultural ethos;
- Articulate some theoretical concepts that provide a framework for understanding inequity;
- Understand the overlapping and unique challenges faced by different groups of students; and
- Seek and apply research-based strategies for ameliorating structural and cultural barriers.

## **7. Course Topics and Knowledge Base:**

- The ideals of higher education – democracy and equity;
- The financial, social, and cultural capital gains of a college degree;
- Focus on women students;
- Focus on African American students;
- Focus on Asian students;
- Focus on Latino/a students;
- Focus on low-SES students; and
- Strategies and policies for overcoming barriers.

## **8. Methods of Instruction:**

- My approach will be to engage in a highly learner-centered pedagogy, informed by theories incorporated within the field referred to as “feminist,” “liberatory,” or “critical” pedagogy.
- I will provide an appropriate balance between sufficient structure (for focus and coherence) and free choice in both reading and research assignments (for self-directed learning).
- The content is chosen to facilitate your understanding of the history of higher education from multiple perspectives.
- You will be called upon to demonstrate multiple intellectual skills including oral presentation, discussion, essay and reflective writing, and research-based writing.
- Classroom interaction should be dominated by discussion and your oral presentations and discussion.

## **9. Performance Assessment:**

All writing will be graded based on content and correct usage of grammar, spelling, punctuation, and sentence structure.

## 10. Course Requirements and Grading:

A total of 100 points will be given for all assignments. The final grade, based on the 4.0 scale, will be calculated by dividing the total points received by 25. Each of the following are worth the points as noted below:

- Autobiographical reflection paper (5)
- Class participation (20)
- Cultural reproduction essay (20)
- Strategies and policies research paper (40)
- Strategies and policies presentation (15)

## 11. Bibliography:

- Bowen, W. G., Chingos, M. M., & McPherson, M. S. (2009). *Crossing the finish line: Completing college at America's public universities*. Princeton, NJ: Princeton University Press.
- Caesar, T. (2000). *Traveling through the boondocks: In and out of academic hierarchy*. Albany: State University of New York Press.
- Dixson, A. D., & Rousseau, C. K. (2006). *Critical race theory in education: All God's children got a song*. New York: Routledge.
- Espenshade, T. J., Radford, A. W., & Chung, C. Y. (2009). *No longer separate, not yet equal: Race and class in elite college admission and campus life*. Princeton, NJ: Princeton University Press.
- Goodwin, L. L. (2006). *Graduating class: Disadvantaged students crossing the bridge of higher education*. Albany: State University of New York Press.
- Hale, F. W. (2006). *How Black colleges empower Black students: Lessons for higher education*. Sterling, VA: Stylus Pub.
- Hossler, D., Schmit, J. L., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore, MD: Johns Hopkins University Press.
- Keane, B. (Ed.). (2010). ESAs attack the achievement gap. *Perspectives: A Journal of Research and Opinion about Educational Service Agencies*, 16.
- Levine, A., & Scheiber, L. (2010). *Unequal fortunes: Snapshots from the South Bronx*. New York, NY: Teachers College Press.
- Macy, B. (2000). *From rusty wire fences to wrought-iron gates: How the poor succeed in getting to - and through - college*. New York, NY: The College Board.
- McPherson, M. S., & Shapiro, M. O. (2006). *College access: opportunity or privilege?*. New York, NY: College Board .
- Rosenbaum, J. E. (2001). *Beyond college for all: Career paths for the forgotten half*. New York: Russell Sage Foundation.
- Soares, J. A. (2007). *The power of privilege: Yale and America's elite colleges*. Stanford: Stanford University Press.
- Tierney, W. G., & Hagedorn, L. S. (2002). *Increasing access to college: extending possibilities for all students*. Albany: State University of New York Press.

## **Leading Effective Organizations (EL 585) Syllabus**

**1. Course Information:** Leading Effective Organizations, EL 585, 4 credit hours

**2. Catalogue Description:** Examines research and theory on effective leadership strategies and prepares students for informed leadership in higher education organizations. Develops effective decision making and managerial skills. Topics include: the creation and implementation of a vision; communication and conflict resolution; coordinating faculty and staff; mobilizing community support; decision making in a shared governance environment; **creating inclusive learning environments**; assessment and evaluation of organizational success; and ethical, professional behavior.

**3. Instructor:** Dr. Sandra Packard, Professor of Education,  
475E Pawley Hall, Oakland University, Rochester, MI 48309  
248 370 3059 (office), 248 568 9206 (cell), 248 366 3088 (home)  
[packard@oakland.edu](mailto:packard@oakland.edu).

Other faculty members in the Department of Educational Leadership in Higher Education.

**4. Prerequisites:** Admission to the Masters in Educational Leadership: Higher Education Leadership, or by permission of the instructor.

**5. Required Texts:**

Kouzes, J. M. and Posner, B. Z., (2003) *Academic administrators guide to exemplary leadership*. Jossey-Bass, San Francisco, California, ISBN 0-7879-6664-9

Roper, S.S. and Deal, T.E., (2010) *Peak performance for deans and chairs: Reframing higher education's middle*. American Council on Education, Washington, D.C., ISBN 978-1-60709-536-1

**Smith, D. (2009) *Diversity's promise for higher education: Making it work*. Johns Hopkins University Press. Baltimore, MD.**

**6. Learning Goals for Student Performance:**

1. Students will identify behaviors and characteristics commonly determined through research and theory associated with successful leadership of higher education and related organizations.
2. Students will synthesize administrative knowledge learned through the program and develop an educational leadership philosophy to guide their future administrative practice.
3. Students will gain skills in the analysis and resolution of common administrative and leadership problems through case study and class discussion.
4. Students will develop improved communication, group management and interpersonal relations useful for effective organizational leadership.

5. Students will enhance their commitment to and skills in supporting a learning organization that welcomes diversity, supports individual initiative, and uses professional and ethical practice.
6. Students will examine their own assets as leaders and develop strategies for use of their assets in their career objectives.

**7. Course Topics or Knowledge Base:**

1. Research and theory on essentials for effective leadership
2. Standards for ethical and responsive decision making and professional practice.
3. Methods for motivating and coordinating faculty and staff
4. Effective practices for developing and fostering a shared vision
5. Assessing organizational success
6. Supporting individual diversity and a collective learning community
7. Communication and interpersonal skills
8. Initiating, welcoming and managing change.

**8. Field Experience and Clinical Practice:** Each student will develop and lead the class in solving a case study based upon a real world dilemma from his or her work or internship setting focused around one or more of the course topics

**9. Instructional Methodology:** The course will use a variety of instructional methods including: reading of textbooks, case study development and analysis, lecture, discussion, writing, and reflection. The instructional methods are designed to encourage the students' transformation from learning recipients to effective leaders.

**10. Performance Assessment and Grading:** Students will be assessed based upon the thorough development and effective leadership of a case study, active participation in all class discussions, and the submission of a well written and organized plan for an organizational change. All written work should demonstrate skill in composition, communication, spelling, grammar, and punctuation. References should be cited in APA Style Manual (7<sup>th</sup> edition) format. Grading is based on Oakland University's 4.0 system. Class assignments will include:

1. Development and leadership of class discussion of a written case illustrating a problem of practice focusing on one or more of the course topics. The case is to be submitted in writing one class meeting before the presentation. Written cases are to be fully developed with supporting evidence and written questions for class consideration.
2. Submission of a well organized and detailed plan for a change initiative within an organization. Plans are to include a well written justification for the change, the change strategies to be employed, the research or theory supporting the change strategies selected, and the methodology to be used to determine the positive and negative effects of the change.
2. Completion of reading assignments as scheduled and active participation (i.e. attend and talk) in class discussion using information learned from the reading assignments. Students may miss one regular class meeting for professional or health/ other emergency reasons without loss of grade.

**11. Optional Supplemental Reading:**

Ashbaugh, C. R. & Kasten, K. (1995). *Educational leadership: Case studies for reflective practice*. 2<sup>nd</sup> ed. White Plains, New York: Longman.

Kouzes, J. M. & Posner, B. Z. (1995) *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco, California: Jossey-Bass Publishers.

Bess, J. L. and Dee, J. R. (2007). *Understanding college and university organization: Theories for effective policy and practice* . Sterling: Stylus.

Boggs, G. R. and Eddy, P. L. (2010). *Community college leadership: A multidimensional model for leading change* . Sterling: Stylus Publishing.

Hickman, G. R. (2009). *Leading organizations: Perspectives for a new era* (2nd ed.). Thousand Oaks: Sage.

Maxwell, J. C. (2007). *The 21 irrefutable laws of leadership: Follow them and people will follow you*. Nashville: Thomas Nelson.

Hackman, M. Z. and Johnson, C. E. (2008). *Leadership: A communication perspective*. Long Grove: Waveland Press.

Northouse, P. G. (2009). *Leadership theory and practice*. Thousand Oaks: Sage.

## **An Introduction to Student Services Administration in Higher Education (EL 586)**

### **Syllabus -**

1. **Course:** An Introduction to Student Services Administration in Higher Education, Ms.Ed. EL 586; 4 credit hours; Ms. Ed. in Educational Administration, Higher Education Major; Educational Leadership Department, School of Education and Human Resources.
2. **Catalogue Description:** The purpose of this course is to provide students with an introduction to the major theories, practices, and issues relevant to the administration of student services in a college or university setting. Students will examine administrative processes and functions from a variety of perspectives through readings, writings, and discussion.
3. **Instructor:** Dr. Mary Beth Snyder, Vice President for Student Affairs and Adjunct Faculty Educational Leadership Department, Oakland University. 144 Oakland Center, 248-370-4200 (office), 248 370 4250 (fax), 248 373 5927 (home), [mbsnyderfg@oakland.edu](mailto:mbsnyderfg@oakland.edu)
4. **Prerequisites:** Admission into the Ms.Ed. Program in Educational Administration, Higher Education Major, to the Ms. In Counseling Program, Higher Education Cognate, or by permission of the instructor.
5. **Required Texts:**  
Schuh, John (editor), Jones, Harper (November 2010). Student services: A handbook for the profession. San Francisco: Josey-Bass.  
Kuh, Kinzie, Schuh, Witt (February 2010). Student Success in College: Creating Conditions That Matter. Josey Bass  
Additional readings as assigned.
6. **Learning Goals For Candidate Performance:**  
The intended learning outcomes of this course are:
  1. Students should be able to demonstrate their understanding of the role of student affairs in higher education by being able to articulate current and past issues shaping the field and the implications these issues have on students' lives and learning.
  2. Students will develop an appreciation for using multiple conceptual and theoretical perspectives to understand, and work in, student affairs and higher education organizations.
  3. Students will know and understand internal and external factors that influence student affairs administration.
  4. Students will gain an appreciation of the administrative processes (e.g. decision-making, organizational models, resource management) unique to particular students and service contexts.
  5. Students will have an understanding, knowledge and skills necessary to facilitate college student learning within the context of a variety of student service roles and functions.
  6. Students will be able to demonstrate their understanding of student populations and sub-cultures within varied higher education settings.
  7. Students should develop skills necessary for professional leadership in student affairs work.
8. **Course Topics and Knowledge Base:**
  1. History, Values and Principles of the Profession of Student Affairs
  2. Theories about College Student Development, Environments, Organizations
  3. College Student Services, Organization, and Administration
  4. Professional Development in College Student Services Administration



5. Strategic Planning and Adapting Good Practices in Student Affairs Work to Enhance Student Learning
  6. Special Topics
  7. Legal side of student affairs Business side of student affairs
  8. Assessment of student learning
  9. Disability issues
  10. Career Planning/Placement
  11. Enrollment Management and New Student Programs
  12. Housing
  13. Recreational Sports
  14. Multicultural Programs
  15. Advising
  16. International Students and Services
  17. Greek Life
8. **Field Experience and Clinical Practice:** The instructor, as a practicing Vice President for Student Affairs will engage students in "real world" student affairs planning and decision making through instructional techniques such as simulation and case study (see group project below).
9. **Methods of Instruction:** As an advanced graduate seminar students will share responsibility with the instructor for their learning. Instructional methodology will include: the reading and discussion of two contemporary textbooks and other readings as selected, lecture and class discussion of course content, and student research and writing. Students will be encouraged to be active learners through a group project and through heuristic questioning designed to encourage analysis and reflection of their reading and personal perspectives on student affairs issues.
10. **Performance Assessment, and Course Requirements:** This course is a Masters level seminar and, as such, is a shared responsibility and a shared learning experience. Students will be expected to attend and actively participate in every class, as will the instructor. Students will take a leadership role in the class discussions and must, therefore, keep up with the readings. Full and informed participation in all class activities and assignments is necessary to successful learning and course completion.

To assist in preparing for seminar discussion, students will be asked to consider the following questions before each class meeting:

- a. What are the most important ideas and issues raised in assigned readings?  
Why do you think they are the most important?
- b. What questions do you have as a result of readings?
- c. How do these readings help you in your understanding of student affairs administration/
- d. What can you use from these readings in your current work?

Due dates and expectations for course assignments will be distributed. Work that is not completed according to specifications and received on time will not be given full credit. Grades of "Incomplete" will not be given.

The course assignments are:

- a. ' Two (2) critical issue papers (4-5 pages each in length) and classroom discussion on the papers. Each critical issue paper must include descriptions of the following:

1. the idea you have chosen to discuss and why (be explicit, for example: "the issue I address in this paper is...I have chosen to address this issue because...");
  2. the new insights and questions you have gained from your readings regarding this issue; and
  3. the implications of this issue and your insights for student affairs administration (e.g. what will you do differently now that you have obtained these insights?).
- b. Group task: As a Vice President for Student Affairs groups will be asked to create a Division of Student Affairs, or a specific program unit, for a hypothetical college/university using readings and class discussions as your foundation. The assignment includes: the creation of a vision, a visual organizational structure in the institutional context and divisional context, goals for functional areas, job descriptions for three key positions in the new organization, budget assumptions, and description of the leader's role in the organization based on assumptions about leadership and management.
- c. Research paper (12-15 pages of text plus bibliography) plus class presentation on a selected topic related to the organization and administration of student services/student affairs. The paper will review the literature on the topic and address how the information can be applied in the field.

#### 11. Evaluation Criteria and Grading:

1. Completion of all assigned reading on schedule (50 points)
2. Class attendance and informed participation in class discussion (50 points)
3. Critical issue papers and discussion (50 points each)
4. Group project (100 points)
5. Research paper (100 points)

#### References

Astin, A. W. (2001). *What matters in college?: four critical years revisited*. San Francisco: Jossey-Bass Publishers.

Bower, B. L., & Wolverton, M. (2009). *Answering the call: African American women in higher education leadership*. Sterling, Va.: Stylus Pub.

Braxton, J. M. (2000). *Reworking the student departure puzzle*. Nashville: Vanderbilt University Press.

Braxton, J. M. (2008). *The role of the classroom in college student persistence*. San Francisco, CA: Jossey-Bass.

Evans, N. J. (2010). *Student development in college: theory, research, and practice* (2<sup>nd</sup> ed.).

San Francisco: Jossey-Bass.

Kuh, G. D. (2005). *Student success in college: creating conditions that matter*. San Francisco:

Jossey-Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: a third decade of*

*research*. San Francisco: Jossey-Bass.

Renn, K. A., & Hughes, C. (2004). *Roads taken: women in student affairs at mid-career*.

Sterling, Va.: Stylus Pub.

Swail, W. S., Redd, K. E., & Perna, L. W. (2003). *Retaining minority students in higher education: a framework for success*. San Francisco: Wiley Subscription Services.

**Capstone/Internship Seminar in Higher Education (EL 587)**  
**Syllabus**

1. **Course:** Capstone/Internship Seminar in Higher Education, EL 587, 4 credit hours
2. **Catalogue Description:** The Capstone/Internship is required of all M.Ed. students in Educational Leadership with a major in Higher Education. This course combines the learning goals of a Capstone experience – to reflect on the cumulative material learned throughout the program – and the Internship experience – to apply that knowledge in a practice setting. The purpose of the internship to provide practical opportunities to apply in the workplace the leadership and organizational theory learned in class, to acquire new professional skills, and to test new career directions. Internships are completed at the end of coursework and are individually designed by the student in cooperation with the course instructor and a field mentor who is an experienced administrator or faculty member. The field mentor may not be an instructor of any course the student has taken in the program nor the student's immediate supervisor. Internships are undertaken in a setting other than the students' current employment positions, though they may be completed on the same campus.
3. **Instructor:** Dr. Sandra Packard, Professor  
475E Pawley Hall, Oakland University, Rochester MI 48309  
248 370 3059(office), 248 366 3088(home), 248 568 9206 (cell)  
[packard@oakland.edu](mailto:packard@oakland.edu)  
Other faculty members in the Department of Educational Leadership or the Counseling Department.
4. **Prerequisites:** Admission to the Masters in Educational Leadership: Higher Education Leadership, or The Masters Degree Program in Counseling with a cognate in Higher Education.
5. **Required Textbook:** No required textbook. Individual readings as related to specific internship experience.
6. **Learning Goals for Candidate Performance:** Students learn best in internships when they have clearly defined learning goals and plans for fulfilling those goals. Thus, each student will develop a learning plan that will include specific goals and objectives along with activities that will support fulfilling their goals. The student will:
  1. Define his or her professional goals and identify a professional in the field of higher education to serve as his or her mentor.
  2. Observe his or her mentor in practice and develop an understanding of the mentor's responsibilities.
  3. Broaden his or her understanding of the organizational structure and function of the college or university.
  4. Develop leadership skills through the application of theory in practice in complex environments.

5. Develop an understanding of the interdisciplinary nature of leadership in higher education.
6. Test his or her career goals by observing the professional skills and personal characteristics necessary for success in the field of interest.
7. Complete leadership projects or activities in his or her mentor's environment.
8. Begin to build a network of professionals to advise and guide in his or her career goals.

**7. Course Topics and Knowledge Base:**

- a. Higher Education administration and leadership: The similarities and differences in the knowledge and responsibilities for differing administrative and faculty positions in the college or university setting.
- b. Leadership and organizational theory and research: Understanding observed practice in the context of related theory and research.
- c. Professional expectations and behavior for Higher Education leaders: Methods and manners for working with diverse individuals and groups in educational settings.
- d. Leadership style and strategy: Positive models for achieving personal and institutional goals and objectives.

**8. Field Experience and Clinical Practice:** Each student will spend a minimum of 50 hours with his or her mentor or in the mentor's work environment in the following types of activities:

- a. Observations of the mentor in the performance of his or her administrative or faculty responsibilities.
- b. Discussion with the mentor of leadership and organizational theory and research related to his or her work responsibilities.
- c. Participation in one or more leadership activity in the mentor's work environment.
- d. Reflection with the mentor on the student's leadership growth and career development.

Students are expected to demonstrate professional behavior throughout the internship experience and honor all written and implied codes of conduct required of employees at the internship setting, including respecting diverse individuals, maintaining required confidentiality, and not engaging in office or program politics. The Department of Educational Leadership reserves the right to withdraw a student from the internship experience and the course if a student engages in unprofessional practice. The Capstone/Internship is designed to give the student opportunities for professional growth and development not normally available through their current employment. Therefore, students may not select to do their internship in their current employment position. Internships may be completed on the campus where the student is employed, but may not be undertaken within their own work setting or supervised by their immediate supervisor.

**9. Methods of Instruction:** The primary method of instruction for the Capstone experience will be written reflection papers and other assignments designed for students to consider the cumulative impact of all the previous courses in the program. The primary method of

instruction for the Internship experience will be the field work in the mentor's work environment that may include observation of the mentor, interviews with other's in the mentor's setting, attendance with the mentor at administrative or professional meetings, discussions with the mentor, and hands-on practice of tasks normally performed by the mentor. Students must complete a minimum of 50 hours of field experience. A student may be employed by the same college or university as his or her mentor, but the mentor may not be the student's immediate supervisor.

Planning for one's own professional growth and reflecting on and evaluating this growth are additional methods of instruction that are used in this course. Each student will develop a written plan of learning goals and a set of responsibilities or activities to accomplish the goals. At the end of the internship the student will write a reflective report of his or her experiences and learning goal achievement. The student must also maintain a log to be signed by his or her supervisor of the dates, times and activities of the internship experience. Additionally, students will meet monthly as a group during the enrolled term with the course instructor to discuss their internship experiences and related reading.

**10. Performance Assessment and Grading:** This is a graded course with the grading percentages and rubric to be determined by the course professor based upon the following criteria:

- a. Evidence of thoughtfully developed learning goals and activities evidenced in a written professional plan for the internship.
- b. Successful completion of 50 hours of internship experience evidenced by an annotated log of internship activities/goal completion and signed by the internship mentor.
- c. A reflective paper, approximately 5-7 pages in length, on the student's observations and growth in understanding and skills resulting from the Internship experience.
- d. Active participation in monthly class discussions and reflection papers on the content of previous courses.
- e. Completion of assigned reading.
- f. Maintenance of professional behavior standards of behavior for college and university administrators and faculty throughout the internship experience.

**Counseling and Advising the College Student:  
Admissions, Advising, Retention and Career Planning (CNS 591)**

**Syllabus**

1. **Course:** An Student Affairs Services in Admissions, Advising, Retention and Career Planning; 4 credit hours; Ms. Ed. in Educational Administration, Higher Education Major; Educational Leadership Department, School of Education and Human Resources.
2. **Catalogue Description:** The purpose of this course is to understand advising and counseling services for college students. Specifically, admissions, retention, academic advising and college counseling will be discussed. Models of advising and counseling for academic achievement will be described for students in the college setting.
3. **Instructor:**
4. **Prerequisites:** Admission into the Ms.Ed. Program in Educational Administration, Higher Education Major, MA in Counseling Program, Higher Education Cognate, or by permission of the instructor.

**Required Texts:**

A Publication of the National Academic Advising Association (2008). *Academic Advising a Comprehensive Handbook*. San Francisco: Jossey-Bass.

**5. Learning Goals For Candidate Performance:**

The intended learning outcomes of this course are:

1. Students will obtain a understanding of the roles of advising to promote academic achievement.
2. Students will be educated on models of college admissions, advising theory and techniques for high school admission preparation, the first year college student, the advanced college student, transfer and non-traditional students.
3. Students will learn basic advising techniques and skills.
4. Students will understand the role of advising and counseling and career oriented services across traditional and adult student populations.
5. Students will be educated on models and management of college counseling and career centers and their relationship to campus services.
6. Students will understand common counseling needs and linking students to services.
7. Students will learn the impact of crises and trauma-causing events in campus setting.
8. Students will understand multicultural competencies and how to apply those competencies to counseling and advising students of varying ethnicities, nationalities, sexual orientations, mental and physical abilities, ages, religious preferences, etc.

## 6. Course Topics and Knowledge Base:

1. Current Admission Standards and Admission Decision-Making
2. Academic Advising and Skills
3. Common Counseling Issues for College Students
4. Multicultural Competencies of College Counseling and Advising
5. Assessing and Linking College Students to appropriate advising and counseling services
6. Addressing Student Retention Issues within Advising and Counseling Services
7. Data Driven Decision-Making tools for Advisors and Counseling to Analyze and Improve Services
8. Preparation and Implementing Services during Campus Crises, Disasters, and other Traumas within the Campus Community

## 7. Class Policies:

- **Attendance and Participation:** You are expected to attend class regularly, be on time, and participate in class discussions. If you cannot attend a class session, please contact me and others whom you may be working with that day. Missing more than one class session will result in a grade reduction. It is your responsibility to obtain missed notes and/or assignments from a fellow student.
- **Readings and Assignments** for class lectures and discussions are expected to be completed prior to class. Assignments handed in after the due date will be reduced by 25% (of point value for that assignment) for each late class session, beginning on the due date. Make up exams will not be given without prior notification of justifiable absences and must be taken during an agreed upon place and time with the instructor prior to the next class.
- **Electronic Devices**—Students with cellular phones, pagers, or other devices that may “go off” during class should turn them off or have them silenced during class.
- **Academic Integrity**—Academic dishonesty will be penalized in accordance with OU policies. Cheating, submitting work other than your own, or plagiarism may result in penalties, from a failure in the course to expulsion from the university.
- **Respect**—Any expression of disrespect toward another student and/or that student’s belief systems may be cause for disciplinary action.

8. **Class Instruction:** The instruction will integrate didactic and case study approaches. Critical thinking and problem solving techniques will be taught to understand student development, promote healthy student development and address student development needs.

### Assignments:

1. **Exams (300 points).** Exams will be comprised of multiple choice questions and some short answer/case study questions. The exams will cover the previous lectures



and assigned readings only, therefore, there will be three exams covering approximately one-third of the class material each exam.

- 2. Presentations/Case Studies (100 points).** Each student is required to complete a paper/presentation on a topic that follows under one of the following general themes: 1) Foundations of Academic Advising; 2) Student Diversity and Academic Advising; 3) Organization and Delivery of Advising Services; 4) Training, Evaluation, and Recognition; and, 5) Dealing with Change in the Future of Academic Advising. The topic must be approved by the instructor prior to your beginning your research.

### Grading Scale:

<b>4.0</b>	<b>400-390</b>	<b>3.9</b>	<b>389-380</b>	<b>3.8</b>	<b>379-370</b>	<b>3.7</b>	<b>369-360</b>
<b>3.6</b>	<b>359-350</b>	<b>3.5</b>	<b>349-340</b>	<b>3.4</b>	<b>339-330</b>	<b>3.3</b>	<b>329-320</b>
<b>3.2</b>	<b>319-310</b>	<b>3.1</b>	<b>309-300</b>	<b>3.0</b>	<b>299-290</b>	<b>2.9</b>	<b>289-280</b>
<b>2.8</b>	<b>279-270</b>	<b>2.7</b>	<b>269-260</b>	<b>2.6</b>	<b>259-250</b>	<b>2.5</b>	<b>249-240</b>

## 9. Course Topics

### Prior to 1<sup>st</sup> Class (September 1, 2011) *Reading Assignment: AACH, Chapters 1-3*

- 9/1/11** Class Orientation: Review syllabus, grading matrix and class expectations.  
Foundations of Academic Advising  
Historical and Philosophical foundations for Academic Advising (Text-Chap. 1)  
Use of theory in Academic Advising (Text-Chap. 2)  
Current Practices in Academic Advising (Text-Chap. 3)
- 9/8/11** Foundations of Academic Advising, Continued  
Ethical Considerations and Obligations (Text-Chap. 4)  
**Legal Issues in Academic Advising (Text-chap. 5)**  
NACADA's Core Values  
Council for the Advancement of Standards (CAS)
- 9/15/11** Student Diversity and Academic Advising  
Academic Advising and Today's changing Students (Text-Chap. 6)  
Advising Students at Different Educational Levels (Text-Chap. 7)  
Advising Multicultural Students: The Reality of Diversity (Text-Chap. 8)
- 9/22/11** Student Diversity and Academic Advising, Continued  
Advising Students with Special Needs (Text-Chap. 9)  
Advising Students in Transition (Text-Chap. 10)  
Integrating Academic Advising and Career and Life Planning (Text-Chap. 11)
- 9/29/11** Exam #1

- 10/6/11** Organization and Delivery of Advising Services  
Developing Mission, Goals, and Objectives for the Advising Program (Text-Chap. 12)  
Organizational Models for Academic Advising (Text-Chap. 13)
- 10/13/11** Organization and Delivery of Advising Services, Continued  
Delivering Academic Advising: Advisor Types (Text-Chap. 14)  
One-to-One Advising (Text-Chap. 15)  
Advising Students in Groups (Text-Chap. 16)
- 10/20/11** Technology and Academic Advising  
Technological Resources that Support Advising (Text-Chap. 17)  
Technological Delivery Systems (Text-Chap. 18)  
Using Assessment Instruments (Text-Chap. 19)
- 10/27/11** **Exam #2**
- 11/3/11** Training, Evaluation, and Recognition  
Designing Effective Training for Academic Advisors (Text-Chap. 20)  
A Framework for Training Program Content (Text-Chap. 21)  
Model Training Programs (Text-Chap. 22)
- 11/10/11** Training, Evaluation, and Recognition, Continued  
Assessing the Effectiveness of the Advising Program (Text-Chap. 23)  
Assessing Individual Advisor Effectiveness (Text-Chap. 24)  
Recognition and Reward for Excellence in Advising (Text-Chap. 25)  
Presentations
- 11/17/11** Dealing with Change in the Future of Academic Advising  
Current Issues in Advising Research (Text-Chap. 26)  
Meeting the Needs of Tomorrow's Learners and Tomorrow's Workplace (Text-Chap. 27)  
Anticipating, Implementing, and Adapting to Changes in Academic Advising (Text-Chap. 28)  
Presentations
- 11/24/11** **THANKSGIVING HOLIDAY—NO CLASS**
- 12/1/11** Presentations
- 12/8/11** **FINAL EXAM**

### References

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## **College Student Development and the Campus Setting (CNS 592)**

### **Syllabus**

**1. Course:** An Introduction to College Student Development and the Campus Setting, Ms.Ed. CNS 592; 4 credit hours; Ms. Ed. in Educational Administration, Higher Education Major; Educational Leadership Department, School of Education and Human Resources.

**2. Catalogue Description:** This course discusses student demographics and characteristics, assessment of student development and campus environments. Campus individual and group interventions will also be discussed. Student development theories, higher education trends, and campus cultures will be addressed.

**3. Instructor:**

**4. Prerequisites:** Admission into the Ms.Ed. Program in Educational Administration, Higher Education Major, MA in Counseling Program, Higher Education Cognate, or by permission of the instructor.

#### **Required Texts:**

Evans, N. J.; Forney, D.S.; Guido, F. M.; Pattern, L.D.; Renn, K.A. (2010). *Student Development in College: Theory, Research and Practice*. San Francisco, CA: Jossey-Bass.

#### **5. Learning Goals For Candidate Performance:**

The intended learning outcomes of this course are:

1. Students will obtain an understanding of current college student trends and the impact on the university organization.
2. Students will understand the roles of university entities and practices in serving and promoting student development in postsecondary education environments.
3. Students will be able to use college student development theories to provide a framework for understanding conditions and mechanisms which facilitate development.
4. Students will understand student development and campus environments from a pluralistic perspective (ie. SES, culture, race, age, abilities).
5. Students will learn and apply multicultural perspectives to understanding the diverse development of students of varying ethnicities, nationalities, sexual orientations, mental and physical abilities, ages, religious preferences, etc.
6. Students will understand the college student within psychosocial, academic, interpersonal, multicultural, and career development perspectives.

#### **7. Course Topics and Knowledge Base:**

- Current Characteristics and Trends of Today's College Students
- Student Development Theory and Impact on Student Affairs
- Multicultural Factors in College Student Development
- Assessing Campus Culture and the Experience of the College Student
- Identifying and Integrating Core Student Identities within the College Setting
- Program Development and Evaluation of Activities to Promote College Student Development

## 7. Class Policies

- **Attendance and Participation:** You are expected to attend class regularly, be on time, and participate in class discussions. If you cannot attend a class session, please contact me and others whom you may be working with that day. Missing more than one class session will result in a grade reduction. It is your responsibility to obtain missed notes and/or assignments from a fellow student.
- **Readings and Assignments** for class lectures and discussions are expected to be completed prior to class. Assignments handed in after the due date will be reduced by 25% (of point value for that assignment) for each late class session, beginning on the due date. Make up exams will not be given without prior notification of justifiable absences and must be taken during an agreed upon place and time with the instructor prior to the next class.
- **Electronic Devices**—Students with cellular phones, pagers, or other devices that may "go off during class should turn them off or have them silenced during class.
- **Academic Integrity**—Academic dishonesty will be penalized in accordance with OU policies. Cheating, submitting work other than your own, or plagiarism may result in penalties, from a failure in the course to expulsion from the university.
- **Respect**—Any expression of disrespect toward another student and/or that student's belief systems may be cause for disciplinary action.

8. **Class Instruction:** The instruction will integrate didactic and case study approaches. Critical thinking and problem solving techniques will be taught to understand student development, promote healthy student development and address student development needs.

### Assignments:

- **Exams (200 points).** Exams will be comprised of multiple choice questions and some short answer/case study questions. The exams will cover the previous lectures and assigned readings. Therefore, the final exam will cover all of the material covered since the midterm exam.
- **Presentations/Case Studies (100 points).** A team of paired students will present a case study utilizing one of the theories of development discussed in class. The students must receive prior permission for the subject of their presentation in order to avoid duplication.
- **Research Paper (100 points).** Each student will write a research paper on one of the theories of development of their choosing. The paper must be based upon research which has been conducted on their particular theory of choice.

### Grading Scale:

4.0	400-390	3.9	389-380	3.8	379-370	3.7	369-360
3.6	359-350	3.5	349-340	3.4	339-330	3.3	329-320
3.2	319-310	3.1	309-300	3.0	299-290	2.9	289-280
2.8	279-270	2.7	269-260	2.6	259-250	2.5	249-240

## **9. Course Topics**

**Prior to 1<sup>st</sup> Class (September 6, 2011) Reading Assignment: SDIC, Chapters 1-2**

**9/6/11** Class Orientation: Review syllabus, grading matrix and class expectations.

Understanding and Using Student Development Theory

Student Development as a field of Study (Text-Chap. 1)

Using Student Development Theory (Text-Chap. 2) **9/13/11** Psychosocial and Identity Development Theories

Chickering's Theory of Identity Development (Text-Chap. 3)

Chickering's Seven Vectors of Student Development Explained (De Larrosa)

**9/20/11** Psychosocial and Identity Development Theories, Continued

Josselson's Theory of Identity Development in Women (Text-Chap. 4) Racial and Ethnic Identity Development (Text-Chap. 5) "Unpacking the Invisible Knapsack" (Peggy McIntosh)

**9/27/11** Psychosocial and Identity Development Theories, Continued

Gay, Lesbian, and Bisexual Identity Development (Text-Chap. 6) Schlossberg's Transition Theory (Text-Chap. 7)

**10/4/11** Psychosocial and Identity Development Theories, Continued Schlossberg's Transition Theory Review for Midterm Exam

### **10/11/11 Midterm Exam**

**10/18/11** Cognitive-Structural Theories

Perry's Theory of Intellectual and Ethical Development (Text-Chap. 8) Later Cognitive-Structural Theories (Text-Chap. 9)

**10/25/11** Cognitive-Structural Theories, Continued

Kohlberg's Theory of Moral Development (Text-Chap. 10) Gilligan's Theory of Women's Moral Development (Text-Chap. 11)

**11/1/11** Typology Theories

Kolb's Theory of Experiential Learning (Text-Chap. 12)

Holland's Theory of Vocational Personalities and Environments (Text-Chap. 13)

**11/8/11** Typology Theories, Continued

The Myers-Briggs Adaptation of Jung's Theory of Personality Type (Text-Chap. 14)

Take the Myers-Briggs Test as a Class and Discuss Results

**11/15/11** Reflecting On Theory in Practice

Using Theories in Combination (Text-Chap. 15)

Future Directions for Theory in Student Development Practice (Text-Chap. 16)

**11/22/11 Presentations 11/29/11 Presentations and Review 12/6/11 FINAL EXAM**

## References

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## **Appendix E – Graduate Catalog Copy**

### **Masters of Education Leadership: Higher Education Leadership**

#### **Coordinator**

Dr. V. Thandi Sulé

#### **Program description**

The Master of Education in Higher Education degree program prepares students for leadership and administration in colleges and universities. Designed for entry level administrators, instructors and those wishing to begin advanced study of higher education, the Masters includes a core curriculum that introduces students to the history, current nature, and future challenges of higher education. Through the selection of a cognate, students may focus their studies in either the academic or student affairs leadership. A Capstone/Internship will provide students with hands on experience translating theory and research to practice in a college or university setting.

#### **Application requirements**

Applicants for admission must submit the following:

- Application for Admission to Graduate Study
- Official transcript for all post-secondary educational institutions from that the applicant earned a degree. International university transcripts must be evaluated by a professional credential evaluation service.

#### **Admission requirements**

Admission to the Master of Education in Higher Education program is selective; meeting minimal criteria does not guarantee acceptance into the program. To be admitted prospective students must meet all Oakland University requirements for masters degree level study. To be considered for admission, a student must submit an application and an official transcript showing completion of an undergraduate degree from a regionally accredited college or university or the equivalent if the student was educated in an international college or university. Additionally, the student must have earned a minimum of a 3.0 GPA at the undergraduate level or show other evidence of ability to study at the masters degree level (e.g. writing sample). Students may be admitted to the program fall, winter or summer terms.

#### **Degree requirements**

The Master in Education in Higher Education is awarded upon satisfactory completion of 32 credits in an approved program of study.

##### **a. Course requirements (32 credits)**

##### **Required Core:**

- Introduction to American Higher Education (4 credits)
- History of Higher Education (4 credits)

**16 credit hours**



Higher Education and Educational Equity (4 credits)  
Capstone/Internship in Higher Education (4 credits)

**Required Cognate:** (select one)

**12 credit hours**

**Academic Leadership (12)**

Leading Effective Organizations (4 credits)  
Academic Development and Curriculum (4 credits)  
Current Issues in Higher Education (4 credits)

–OR–

**Student Affairs Leadership (12)**

An Introduction to the Administration of Student Services in Higher Education (4 credits)  
Counseling and Advising the College Student: Admissions, Advising, Retention and Career Planning (4 credits)  
College Student Development and the Campus Setting (4 credits)

**Related Elective** (4 credits)

**b. Non-course requirements**

**Plan of study:** Upon admission, a plan of study is prepared jointly by the student and the faculty advisor.

**Academic progress:** No grade below a 3.0 may be applied to the degree.

**Portfolio:** At the completion of the Capstone/Internship students will submit a portfolio documenting learning performance.

## Appendix F – Typical Curriculum

CORE COURSES				
Course	Title	Credits	Prerequisites	New
EL 580	Intro. to American Higher Education	4	NA	X
EL 581	History of Higher Education	4	NA	X
EL 584	Higher Ed. and Educational Equity	4	NA	X

CONCENTRATION – ACADEMIC LEADERSHIP				
Course	Title	Credits	Prerequisites	New
EL 583	Academic Development & Curriculum	4	NA	X
EL 582	Current Issues in Higher Education	4	NA	X
EL 585	Leading Effective Organizations	4	NA	X

CONCENTRATION – STUDENT AFFAIRS LEADERSHIP				
Course	Title	Credits	Prerequisites	New
EL 586	Intro to Student Services Admin.	4	NA	X
CSN 591	Counseling & Advising College Students	4	NA	
CSN 592	College Student Development	4	NA	

RECOMMENDED ELECTIVE COURSES				
ED 625 – Special Topics in Higher ED; or alternative approved by advisor				

EXIT COURSES – CAPSTONE/INTERNSHIP				
Course	Title	Credits	Prerequisites	New
EL 587	Capstone/Internship in Higher Ed.	4	NA	X

**Appendix G – Typical Student Schedule**

<b>Student Schedule</b>		
<b>Fall I</b> <b>EL 580</b> Introduction to American Higher Education  <b>EL 581</b> History of Higher Education	<b>Winter I</b> <b>EL 584</b> Higher Education and Educational Equity  <b>EL 585</b> Leading Effective Organizations – <i>OR</i> – <b>EL 586</b> Intro to Student Services in Higher Education	<b>Summer I</b> Elective*  *Elective may be taken in year 2 if preferred
<b>Fall II</b> <b>EL 583</b> Academic Development and Curriculum – <i>OR</i> – <b>CSN 591</b> Counseling and Advising the College Student	<b>Winter II</b> <b>EL 582</b> Current Issues in Higher Education  <b>EL 584</b> – <i>OR</i> – <b>CSN 592</b> College Student Development	<b>Summer II</b> <b>EL 587</b> Capstone/Internship in Higher Education

## Appendix H– Assessment Exit Survey

### OAKLAND UNIVERSITY Department of Educational Leadership Master Degree in Education Leadership: Higher Education Leadership Graduate Satisfaction and Program Improvement Study

*Field of Study: (Please circle one) A. Academic Affairs    B. Student Affairs*

**I. Program Content:** Using the following scale, summarize your feeling about this program.

**Please circle your response.**

**4= strongly agree      3= Somewhat agree      2= Somewhat disagree      1=strongly disagree**

<b>The program helped me to:</b>	<b>Strongly Agree</b>		<b>Strongly Disagree</b>	
A ... develop an understanding of the history of higher education	4	3	2	1
... think critically about current issues in higher education	4	3	2	1
... develop understanding of current trends in higher education	4	3	2	1
... anticipate future trends in higher education	4	3	2	1
B ... think critically about issues of social justice in higher education	4	3	2	1
... understand the need for continuing efforts to achieve social justice in and through higher education	4	3	2	1
...evaluate issues of access and equity in higher education				
C ... understand the link between theory and practice in higher education	4	3	2	1
... critically analyze theories of higher education	4	3	2	1
...apply theories of higher education in my own practice				
D ... use research findings to improve practice in higher education	4	3	2	1
... use data to make decisions in higher education settings	4	3	2	1
E ... think about my professional goals and how to achieve them	4	3	2	1
...identify the area of higher education in which I am most interested	4	3	2	1
...make connections with a mentor	4	3	2	1

**Comments:**

**II. Overall Evaluation:** Using the following scale, summarize your feeling about this program. Please circle your response.

**4= strongly agree      3=somewhat agree      2=somewhat disagree      1=strongly disagree**

	<b>Strongly Agree</b>		<b>Strongly Disagree</b>	
1. My instructors encouraged active participation.	4	3	2	1

2. My instructors showed strong understanding of the subject matter.	4	3	2	1
3. The pacing of my courses was appropriate for graduate students.	4	3	2	1
4. My course content overall was relevant to my own practice.	4	3	2	1
5. I would recommend this program to my colleagues.	4	3	2	1

### III. Course Evaluation

#### EL 580: Introduction to American Higher Education

##### This course...

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

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#### EL 581: History of Higher Education

##### This course...

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

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#### EL 582: Current Issues in Higher Education

##### This course...

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA

3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

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### EL 583: Academic Development and Curriculum

#### **This course...**

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

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### EL 584: Higher Education and Educational Equity

#### **This course...**

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

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### EL 585: Leading Effective Organizations

#### **This course...**

1. ... is useful in my current position	SA	A	N	D	SD	NA
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2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

### EL 586: An Introduction to the Administration of Student Affairs in Higher Education

#### **This course...**

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

### CNS 592: College Student Development and the Campus

#### **This course...**

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

### CNS 591: Counseling and Advising the College Student: Admissions, Advising, Retention and Career Planning

**This course...**

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

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**EL 587: Internship Seminar in Higher Education****This course...**

1. ... is useful in my current position	SA	A	N	D	SD	NA
2. ... will be useful for my future career plans	SA	A	N	D	SD	NA
3. ... was worth my time	SA	A	N	D	SD	NA
4. ... expanded my understanding	SA	A	N	D	SD	NA
5. ....helped me to develop educational values	SA	A	N	D	SD	NA
6. ... was taught at an appropriate level	SA	A	N	D	SD	NA
7. ... was taught at a good instructional pace	SA	A	N	D	SD	NA

8. Suggestions for modifying or otherwise changing this course include: \_\_\_\_\_

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Which courses or experiences in the program in the program did you find to be most helpful in your career?

Which courses or experiences have been least helpful in your career to this point?

Have you been promoted since completing the program? **Yes** **No**

Are you planning to continue your education as a doctoral student? **Yes** **No**

**V.** Comments.



## Appendix I – Letters of Support




Department of Education Leadership  
School of Education and Human Services

480D Pawley Hall  
Rochester, Michigan 48309-4494  
(248) 370-3070 Fax: (248) 370-4605

January 16, 2012

To: Graduate Study

From: Jana Nidiffer   
Associate Professor  
Chair, Department of Educational Leadership

RE: Masters Degree in Higher Education Leadership

Last year the faculty of the Educational Leadership Department enthusiastically endorsed the proposal for a Masters Degree in Higher Education Leadership. One aspect of the proposal especially appreciated by the faculty was the interdisciplinary and collaborative nature of the degree plan. In the proposed program, our department is working with the Counseling Department of SEHS. Several students in the Education Leadership department have an expressed interest in working in the student affairs profession and several students in the Counseling Department plan to apply their professional skills in a higher education environment. Combining the expertise of both departments is a considerable asset to the program.

In addition, such interdisciplinary and cross-department collaborations are strongly encourage by SEHS dean, Louis Gallien. In fact, he recently formed an Interdisciplinary Taskforce, of which I am a member, to foster such arrangements. Our department also has a precedent for such work. Our current Masters Degree in Teacher Leadership is a joint effort with another SESH department, Teacher Development and Educational Studies.

In conclusion, I can confidently state the interest and capacity of our department to work collaboratively with the Counseling Department for the Masters Degree in Higher Education Leadership is strong. I fully expect this to be a very successful partnership.



Office of the Vice President  
for Student Affairs and Enrollment Management

144 Oakland Center  
Rochester, Michigan 48309-4499  
(248) 370-4200 Fax: (248) 370-4250

March 21, 2012

Dr. Jana Nidiffer  
Associate Professor and Chair,  
Co-director, Higher Education Program  
Department of Educational Leadership  
Oakland University  
480B Pawley Hall  
Rochester, MI 48309-4494

Dear Jana,

The proposed addition of a Master's Degree in Higher Education will be invaluable to our student affairs/enrollment management programs as we seek outstanding young professionals to train and work in student affairs administrative and educational support services. Our services are heavily dependent on graduate students who have strong interest in learning about and working in different areas of student affairs. Currently we are limited to recruiting your Ph.D students and non-Education majors who are frequently over-qualified (or less interested) in areas such as housing, admissions, student activities, recreation, dean of students, etc.

Student Affairs employment opportunities around the nation and in Canada are growing at a fast pace as more institutions like Oakland place greater emphasis on students' out-of-class experience as a means of improving institutional retention and graduation rates. At my recent meeting I heard that my professional association membership numbers are at an all time high which indicates strong demand in the field. As the vice president, I expect that at least 75 percent of my employees who interact with our undergraduates hold either a Master's degree or are working toward one. With this new degree, Oakland will have created a partnership between SEHS and a university division that is committed to providing financial and educational support to students similar to what you see at many well established universities such as Kent State, Miami of Ohio, Ohio State, Bowling Green, etc. For the record, OU annually loses many of our promising student leaders to these schools because we do not offer the proposed Master's in conjunction with solid graduate administrative assistantships. This model becomes a win-win recruitment strategy that attracts prospective students looking for a collaborative academic and work experience that prepares them with a broad understanding of higher education alongside practical training experience in the field.

Please let me know if you need anything further in support of the program.


Regards,

A handwritten signature in cursive script that reads 'Mary Beth Snyder'.

Mary Beth Snyder  
Vice President for Student Affairs  
and Enrollment Management

MEMORANDUM:

To: Graduate Study

From: Lisa D. Hawley, Chair   
Associate Professor  
Department of Counseling

Subject: Higher Education MA Program

Date: November 22, 2011

This memorandum is submitted to support the Department of Education Leadership's proposed M.Ed. in Educational Leadership with a Major in Higher Education. The Department of Counseling faculty reviewed the proposal and approved the program and the collaboration between the Department of Counseling and the Department of Educational Leadership.

The two departments are committed to a model of interdisciplinary collaboration and worked on aspects of the proposal within a collaborative framework. Specifically, we plan to work together on the implementation of the Student Affairs Leadership track of the ME.D. program. This is important for the Counseling Department due to the following:

First, a segment of our student population have a strong interest in student affairs as an elective. Many graduates of our counseling program work in student affair areas and academic advising. In the past, these students have completed independent studies and internship to fulfill their training in the area of student affairs. This proposal and collaboration will provide us an opportunity to more formally train students within the student affairs pedagogy.

Second, our Council for Accreditation of Counseling and Related Program (CACREP) has a college counseling accreditation specialization which this program would meet. Therefore, we will be able to offer students a specialization parallel to our other specializations in the area of student affairs and college counseling. After implementation, we would plan to have the specialization reviewed for accreditation in college counseling within our CACREP Accreditation.

We have been involved in the earliest discussions of the proposed program and feel strongly this will enhance our offerings as a program. We also will be able to formalize the training of student affairs oriented counseling students to provide a more appropriate academic experience. Therefore, we support the current program without reservations.



Office of the Dean

School of Education and Human Services  
Rochester, Michigan 48309-4494  
(248) 370-3050 Fax: (248) 370-4202

1 December 2011

To: Academic Affairs

From: L.B.Gallien, Jr.

Re: Master in Higher Education

As both Dean and Professor of Higher Education, I enthusiastically support this new initiative from our Department of Educational Leadership under the director of Professor Jana Nidiffer. As you should know, Professor Nidiffer is also a higher education scholar and understands the importance of this program from multiple bases—from theory to practice as a Department Chair.

Further, their successful doctoral program with a higher education cognate is very successful for many of our graduates who are also full-time employees of our institution and other surrounding higher education institutions as well.

I do not see this trend abating. The need for highly qualified higher education practitioners, scholars and teachers has remained steady and will only grow with the advent of distance learning as well.

As a scholar, practitioner and professor of practice in this field, I feel uniquely qualified to endorse this program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Louis B. Gallien, Jr.'.

Louis B. Gallien, Jr.  
Dean and Professor





February 10, 2012

Dr. Jana Nidiffer, Chairperson  
Ed Leadership Department  
Pawley Hall  
Oakland University  
Rochester, MI 48309

Dear Dr. Nidiffer:

This letter is sent to you in support of the Master's in Higher Education proposal that is being considered at Oakland University. I base my support for this proposal on my 11 years of academic and administrative service in Michigan at the higher education level. I can positively affirm that there is a desperate need for a high quality program that credibly prepares those who are interested in appointment and advancement to service and leadership positions within higher education organizations.

Higher education is facing unprecedented times of change ahead and unfortunately we have far too few educational leaders who are prepared to credibly meet those challenges. Most institutions have a stable of talented and eager people who have arrived in their educational service and leadership positions through circumstance or even "accident" but have little or no foundation that has prepared them to understand the full scope of effective educational leadership. Many of them are not even prepared to articulate the dynamics involved with effective leadership within educational organizations and this is becoming more and more problematic as the public scrutiny of higher education continues to grow and as the higher education environment becomes increasingly more competitive.

The higher education community needs advanced graduate programs that will challenge and expand the minds of those who wish to work in the higher education arena, and better prepare them to effectively serve the rapidly changing environments of colleges and universities. Most of all, we desperately need to prepare more higher education professionals with deeper understanding of how to align organizations, systems, processes, and resources to better meet the learning needs of the students and constituencies that we serve. Our ability to meet this objective in the future may determine how relevant our organizations remain to the communities we serve and I believe this proposal is an important step toward meeting that goal.

I encourage approval of the proposal for a Master's in Higher Education at Oakland University. Thank you for considering my comments.

Respectfully,

Tracey S. Hebert, Ph.D.  
Director, Doctor of Education





***The University of Oklahoma***

*820 Van Vleet Oval, 210 Collings Hall*

*Norman, OK 73019*

*Phone: 405/325-5976*

*Fax: 405/325-2403*

*E-mail: [pasque@ou.edu](mailto:pasque@ou.edu)*

**Penny A. Pasque**

*Assistant Professor, Adult & Higher Education*

*Educational Leadership & Policy Studies*

*and Women's & Gender Studies / Center for Social Justice*

*The Jeannine Rainbolt College of Education*

---

February 12, 2012

Dr. Jana Nidiffer

Associate Professor and Chair

School of Education and Human Services

Department of Educational Leadership

480E Pawley Hall

Rochester, MI 48309-4494

Dear Dr. Nidiffer;

It is with great pleasure that I write this letter of support for a new masters degree program within the Department of Educational Leadership (DEL) with a focus on Higher Education Leadership. In 2008, I established a student affairs program with an emphasis in social justice at the University of Oklahoma and can attest to the strength of the proposed program for Oakland University.

The current programs offered by DEL are well established and graduates are actively engaged in the field of education. The proposed program with a focus on social justice is a unique opportunity for the State of Michigan and serves a specific need in the state and across the field of higher education. It is important to mention that Drs. Nidiffer and Sulé are nationally known for their research and teaching on social justice, educational in/equity, and higher education. Further, they have clearly thought through an intentional curricular pathway for students where social justice is not relegated to one course, but is infused throughout the various courses offered in the program. As such, I believe this new program by such esteemed faculty is positioned to have a marked impact on the field as graduates move through their careers, address policies and procedures, and directly impact the daily lives of college students.

Currently, there are only a few programs in the United States that focus on social justice, such as the University of Massachusetts, Amherst, University of Vermont, Iowa State University and University of Oklahoma. As there are only a few strong programs, students often re-locate for a masters program in social justice if the program is competitive. As such, our program at the University of Oklahoma has grown exponentially and, while we continue to serve students in the local area, we also have seen an influx of students from across the country. I imagine that a strong program at Oakland University will provide needed educational opportunity for students in Southeast Michigan, throughout the entire state, and across the country.

If I may share more information, please do not hesitate to contact me at any time.

Sincerely,

*Penny A. Pasque*

Penny A. Pasque  
Assistant Professor, Adult & Higher Education  
Department of Educational Leadership & Policy Studies  
and Women's & Gender Studies / Center for Social Justice  
Jeannine Rainbolt College of Education  
University of Oklahoma  
Norman, OK 73019-2041  
(o): 405-325-5976; (f): 405-325-2403  
[pasque@ou.edu](mailto:pasque@ou.edu)

Saint Mary's College of California  
P.O. Box 4350, Moraga, CA 94575-4350  
tel. 925.831.4700 fax 925.370.6579  
www.saintmarys.ca.edu/sac



KALMANOVITZ  
SCHOOL OF  
EDUCATION

February 24, 2012

Oakland University  
Academic Proposal Governance

Members:

This letter documents my strongest endorsement for the Department of Counseling at Oakland University to add a new advanced specialization in Student Affairs Administration. As a graduate of both the Master's in Counseling program and Doctorate in Counselor Education from OU, as well as a former administrator there, I can speak to the importance of this collaboration with the department of Educational Leadership. My research focus, combining counseling with student affairs administration, was the primary factor that prompted Saint Mary's College of California to hire me as faculty in the Graduate Counseling Program. In fact, my role will be to work on a team to expand the College Student Services Advanced Specialization. Outstanding administrators at OU, and mentors to me, namely Mary Beth Snyder, Mary Otto, and Glenn McIntosh, are counselors as well as higher education administrators. It is a combination designed to promote the best in student development, leadership and personal growth.

Historically, higher education administration has always combined forces with counseling departments to support students and provide a holistic environment for students to grow and succeed academically as well as psychosocially. It is of particular importance now, as the number of students entering colleges with developmental and mental health issues increases. Oakland is a national leader in many areas, and its student affairs division is one of the most dynamic and progressive as well. It is time for Oakland University to join institutions such as Michigan State University, Eastern Michigan University and other regional programs and add this specialization and growing area of interest.

Sincerely,

A handwritten signature in black ink, appearing to read "Gloria Aquino Sosa".

Gloria Aquino Sosa, PhD, LPC, NCC  
Kalmanovitz School of Education  
Graduate Counseling Program  
Moraga, CA 94575





OAKLAND COMMUNITY COLLEGE

Phone 248.942.3100

Fax 248.942.3032

February 17, 2012

Dr. Jana Nidiffer  
Chairperson, Department of Educational Leadership  
480-B Pawley Hall  
Oakland University  
Rochester, MI 48309

Dear Dr. Nidiffer:

Please accept this letter as an indicator of my support for the recently proposed Master's Degree of Educational Leadership with a focus on Higher Education Leadership. Following my review of the proposal, this new degree focus seems very logical and represents forward-thinking by the Oakland University Department of Educational Leadership.

During the last four years, I have hosted one of the Educational Leadership PhD classes taught by Dr. Sandra Packard at my campus. Earlier this year, I served as a guest lecturer in one of Dr. Thandi Sule's classes. While these doctoral students are intelligent and well prepared for their respective classes, their background and knowledge base specific to higher education administration (except for a small minority) is limited. Hence, this proposed Master's Degree focusing on higher education leadership would be a great fit at Oakland University. Then, once they are formally admitted into the PhD Program, these students will have a great foundation on which to build.

I have served on the Oakland University Educational Leadership Advisory Committee for several years and have seen first-hand how well programs and courses are developed at your fine institution of higher learning. Additionally, I have served as an adjunct professor in the PhD Program. I'm quite confident that this Master's Program has been comprehensively researched and is being developed with quality to ensure student preparedness and subsequent professional success in higher education leadership.

I support the aforementioned proposal without hesitation or reservation.

Please do not hesitate in calling me (248.942.3302) if I may be of further assistance.

Sincerely,

Gordon F. May, PhD  
President, Highland Lakes Campus  
Oakland Community College





Dr. Jana Nidiffer, Chair  
480B Pawley Hall  
Rochester, MI 48309

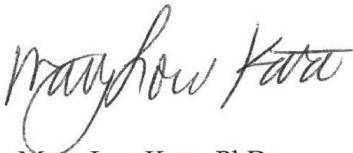
February 15, 2012

Dear Dr. Nidiffer,

I can probably not put into words all of the benefits that I have received, both professionally and personally, as a result of having graduated from Oakland University's Doctoral Education Leadership program. The quality of the doctoral program, coupled with the quality of instruction and personal attention provided by caring faculty members, was paramount to my completion of the program as I juggled family, full-time and part-time positions, and writing the dissertation.

It is these types of positive experiences I had with the doctoral program that has me writing this letter of support for the new Master's in Education: Higher Education Leadership. I believe that the students who enroll in the program will receive the same quality education and support from faculty that I received.

Sincerely,



Mary Lou Kata, PhD

*Dr. Mary Lou Kata*  
*Assistant Director of Academic Development*  
*Center for Teaching & Learning*  
*Macomb Community College*  
*katam@macomb.edu*  
*586 226 4802*

Appendix J – Course Action Forms

Revised copy 7/12/11

**OAKLAND UNIVERSITY Graduate Education  
GRADUATE COUNCIL 520 O'Dowd Hall  
Modify Approved Graduate Academic Program**

The Graduate Council approves all major curriculum changes, deletions and additions to graduate certificate, graduate degree and doctoral degree programs. Proposals and other actions pertaining to policies and procedures governing graduate education must be approved by the Council and then submitted to the Provost, Senate and Board, as applicable, for approval.

Academic units, modifying the curriculum of an existing graduate program or renaming, merging or splitting a program must submit a proposal to Graduate Council for review and approval. Major program modifications include course deletions or additions that change the nature of the program, or distribution of courses in the program, or change of total credit hours required.

Please complete this brief proposal and submit an electronic copy to Claire Rammel@oakland.edu.

☐ merge programs ☐ split program ☐ rename program ☒ modify program

Effective Term/Year Fall 2011


Name of Current Program(s): M.Ed. in Educational Leadership

Name of Proposed Program(s): M.Ed. in Educational Leadership; Major in Higher Education

Department: Educational Leadership

College/School: School of Education and Human Resources

I certify that the above proposal has been reviewed and approved by the appropriate Department and College/School committees:

 4/12/11 Lisa D. G. 4/12/11  
Dept Chair or Director (signature) Date  
(print) Dept Chair or Director

 4/18/11  
Dean of College/School (signature) Date  
(print) Dean of College/School

DECISION OF GRADUATE COUNCIL Date

sent to Claire Rammel 7/12/11

**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: EL 580 Effective Term: 201140

 Course Name: Introduction to American Higher Education  
 Abbreviation of Course Name (for Banner): Intro to American Higher Ed

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Educational Leadership	

Course Type: 1, LW, N	Grading System:	<input type="checkbox"/> Audit
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric	<input type="checkbox"/> Standard Numeric with Progress
	<input type="checkbox"/> Satisfactory/Unsatisfactory	
	<input type="checkbox"/> Satisfactory/Unsatisfactory with Progress	

Prerequisite(s):	
Corequisite(s):	Equivalent Courses:
	Cross Listing:

Description (limit to 50 words): Provide students with an introduction to American higher education, its organization at national, state, local and institutional levels and to the roles and responsibilities of its administration.

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

 Course may be repeated ☒ for grade ☐ for additional credit\* ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

 Rationale for addition or change: New Offering in Masters Degree  
 Previous course number, title, rubric and credits:

 Submitted by [Signature] Dated: 3/23/11  
 Recommended for approval by [Signature] Dated: •  
 GCOI or Graduate Study Committee Signature \_\_\_\_\_ Dated: \_\_\_\_\_  
 \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Delayed \_\_\_\_\_

 Director of Graduate Study \_\_\_\_\_ Date \_\_\_\_\_ Date entered in Banner \_\_\_\_\_ Date sent to Registrar \_\_\_\_\_  
 Revised: December 2006 (Office of Graduate Study, X3159)

**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: EL 581 Effective Term: 201140

 Course Name: History of American Higher Education  
 Abbreviation of Course Name (for Banner): History of American Higher Ed

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Educational Leadership	

Course Type: 1, LW, N	Grading System:	<input type="checkbox"/> Audit
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric	<input type="checkbox"/> Standard Numeric with Progress
	<input type="checkbox"/> Satisfactory/Unsatisfactory	
	<input type="checkbox"/> Satisfactory/Unsatisfactory with Progress	

Prerequisite(s):	
Corequisite(s):	Equivalent Courses:
	Cross Listing:

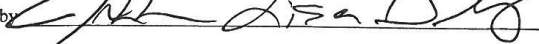
Description (limit to 50 words): Explores the history of American higher education as a story of growth and change accompanied by a persistent struggle for definition and identity - from several different perspectives.
--

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

 Course may be repeated ☒ for grade ☐ for additional credit\* ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

 Rationale for addition or change: New Offering in Masters Degree  
 Previous course number, title, rubric and credits:

Submitted by: 	Dated: 3/23/11
Recommended for approval by: _____	Dated: _____
GCOI or Graduate Study Committee Signature: _____	Dated: _____
<input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Delayed	

Director of Graduate Study

Date

Date entered in Banner

Date sent to Registrar

Revised: December 2006 (Office of Graduate Study, X3159)

**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: EL 582      Effective Term: 201140

Course Name: Current Issues in American Higher Education

Abbreviation of Course Name (for Banner): Current Issues in Am Higher Ed

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Educational Leadership	

Course Type: 1, LW, N	Grading System:	<input type="checkbox"/> Audit
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric	<input type="checkbox"/> Standard Numeric with Progress
	<input type="checkbox"/> Satisfactory/Unsatisfactory	
	<input type="checkbox"/> Satisfactory/Unsatisfactory with Progress	

Prerequisite(s):	
Corequisite(s):	Equivalent Courses: Cross Listing:

Description (limit to 50 words): This course will strengthen student's understanding of the complex issues facing American Higher Education today.
--

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

Course may be repeated      ☒ for grade      ☐ for additional credit\*      ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

Rationale for addition or change: New Offering in Masters Degree  
Previous course number, title, rubric and credits:

Submitted by: [Signature]      Dated: 3/23/11  
Recommended for approval by: \_\_\_\_\_      Dated: \_\_\_\_\_  
GCOI or Graduate Study Committee Signature: \_\_\_\_\_      Dated: \_\_\_\_\_  
\_\_\_\_ Approved      \_\_\_\_\_ Denied      \_\_\_\_\_ Delayed

Director of Graduate Study \_\_\_\_\_ Date \_\_\_\_\_  
Date entered in Banner \_\_\_\_\_ Date sent to Registrar \_\_\_\_\_  
Revised: December 2006 (Office of Graduate Study, X3159)



**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: EL 583 Effective Term: 201140

Course Name: Academic Development and Curriculum

Abbreviation of Course Name (for Banner): Academic Dev and Curriculum

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Educational Leadership	

Course Type: 1, LW, N	Grading System:	<input type="checkbox"/> Audit
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric	<input type="checkbox"/> Standard Numeric with Progress
	<input type="checkbox"/> Satisfactory/Unsatisfactory	
	<input type="checkbox"/> Satisfactory/Unsatisfactory with Progress	

Prerequisite(s):	
Corequisite(s):	Equivalent Courses: Cross Listing:


Description (limit to 50 words): Prepare students for entry and mid-level positions in the academic affairs division of a college or university.
--

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

Course may be repeated ☒ for grade ☐ for additional credit\* ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

Rationale for addition or change: New Offering in Masters Degree  
Previous course number, title, rubric and credits:

Submitted by <u></u>	Dated: <u>3/23/11</u>
Recommended for approval by _____	Dated: _____
GCOI or Graduate Study Committee Signature _____	Dated: _____
<input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Delayed _____	

Director of Graduate Study

Date

Date entered in Banner

Date sent to Registrar

Revised: December 2006 (Office of Graduate Study, X3159)

Director of Graduate Study	Date	Date entered in Banner	Date sent to Registrar
Revised: December 2006 (Office of Graduate Study, X3159)			



**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: EL 585      Effective Term: 201140

Course Name: Leading Effective Organizations

Abbreviation of Course Name (for Banner): Leading Effective Orgs

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Educational Leadership	

Course Type: 1, LW, N	Grading System:
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric <input type="checkbox"/> Audit <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> Standard Numeric with Progress <input type="checkbox"/> Satisfactory/Unsatisfactory with Progress

Prerequisite(s):	
Corequisite(s):	Equivalent Courses: Cross Listing:

Description (limit to 50 words): Examines research and theory on effective leadership strategies and prepares students for informed leadership in higher education organizations.

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

Course may be repeated      ☒ for grade      ☐ for additional credit\*      ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

Rationale for addition or change: New Offering in Masters Degree  
Previous course number, title, rubric and credits:

Submitted by: [Signature]      Dated: 3/23/11  
 Recommended for approval by: \_\_\_\_\_      Dated: \_\_\_\_\_  
 GCOI or Graduate Study Committee Signature: \_\_\_\_\_      Dated: \_\_\_\_\_  
 \_\_\_\_\_ Approved      \_\_\_\_\_ Denied      \_\_\_\_\_ Delayed

Director of Graduate Study      Date      Date entered in Banner      Date sent to Registrar

Revised: December 2006 (Office of Graduate Study, X3159)

**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: EL 586 Effective Term: 201140

Course Name: An Introduction to Student Services Administration  
in Higher Education

Abbreviation of Course Name (for Banner): Intro Student Services Admin

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Educational Leadership	

Course Type: 1, LW, N	Grading System:	<input type="checkbox"/> Audit
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric	<input type="checkbox"/> Standard Numeric with Progress
	<input type="checkbox"/> Satisfactory/Unsatisfactory	
	<input type="checkbox"/> Satisfactory/ Unsatisfactory with Progress	

Prerequisite(s):	
Corequisite(s):	Equivalent Courses: Cross Listing:


Description (limit to 50 words): Provide students with an introduction to the major theories, practices, and issues relevant to the administration of student services in a college or university setting.

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

Course may be repeated ☒ for grade ☐ for additional credit\* ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

Rationale for addition or change: New Offering in Masters Degree  
Previous course number, title, rubric and credits:

Submitted by  Dated: 3/23/11  
 Recommended for approval by \_\_\_\_\_ Dated: \_\_\_\_\_  
 GCOI or Graduate Study Committee Signature \_\_\_\_\_ Dated: \_\_\_\_\_  
 \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Delayed \_\_\_\_\_

Director of Graduate Study

Date

Date entered in Banner

Date sent to Registrar

Revised: December 2006 (Office of Graduate Study, X3159)

**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: EL 587 Effective Term: 201140

Course Name: Capstone Internship in Higher Education  
 Abbreviation of Course Name (for Banner): Capstone Intern in Higher Ed

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Educational Leadership	

Course Type: 1, LW, N, G	Grading System: <input type="checkbox"/> Audit
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric <input type="checkbox"/> Standard Numeric with Progress
	<input type="checkbox"/> Satisfactory/Unsatisfactory
	<input type="checkbox"/> Satisfactory/ Unsatisfactory with Progress

Prerequisite(s):	
Corequisite(s):	Equivalent Courses: Cross Listing:

Description (limit to 50 words): Will provide practical opportunities to apply in the workplace the leadership and organizational theory learned in class, to acquire new professional skills, and to test new career directions.

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

Course may be repeated ☒ for grade ☐ for additional credit\* ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

Rationale for addition or change: New Offering in Masters Degree  
 Previous course number, title, rubric and credits:

Submitted by: [Signature] Dated: 3/23/11  
 Recommended for approval by: \_\_\_\_\_ Dated: \_\_\_\_\_  
 GCOI or Graduate Study Committee Signature: \_\_\_\_\_ Dated: \_\_\_\_\_  
 \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Delayed \_\_\_\_\_

Director of Graduate Study \_\_\_\_\_ Date \_\_\_\_\_ Date entered in Banner \_\_\_\_\_ Date sent to Registrar \_\_\_\_\_  
 Revised: December 2006 (Office of Graduate Study, X3159)

**OAKLAND UNIVERSITY  
GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: CNS 591 Effective Term: 201140

Course Name: Counseling and Advising the College Student:  
Admissions, Advising, Retention and Career Planning  
Abbreviation of Course Name (for Banner): Couns/Advising College Student4

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS	Credit hours: 4
Division: Educational Leadership	
Department: Counseling	

Course Type: 1, LW, N	Grading System:	<input type="checkbox"/> Audit
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric	<input type="checkbox"/> Standard Numeric with Progress
	<input type="checkbox"/> Satisfactory/Unsatisfactory	
	<input type="checkbox"/> Satisfactory/Unsatisfactory with Progress	

Prerequisite(s):	
Corequisite(s):	Equivalent Courses: Cross Listing:

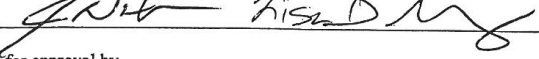
Description (limit to 50 words): To understand advising and counseling services for college students. Specifically admissions, retention, academic advising, and college counseling will be discussed.

Registration Restrictions:	
School: SEHS	Major: Higher Education
Degree: Masters	Level: Masters

Course may be repeated ☒ for grade ☐ for additional credit\* ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

Rationale for addition or change: New Offering in Masters Degree  
Previous course number, title, rubric and credits:

Submitted by  Dated: 4/12/11  
Recommended for approval by \_\_\_\_\_ Dated: \_\_\_\_\_  
GCOI or Graduate Study Committee Signature \_\_\_\_\_ Dated: \_\_\_\_\_  
\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Delayed \_\_\_\_\_

Director of Graduate Study \_\_\_\_\_ Date \_\_\_\_\_ Date entered in Banner \_\_\_\_\_ Date sent to Registrar \_\_\_\_\_  
Revised: December 2006 (Office of Graduate Study, X3159)

**OAKLAND UNIVERSITY**  
**GRADUATE COURSE ACTION FORM**

Date: 3/16/11

Course Rubric/Number: CNS 592 Effective Term: 201140

Course Name: College Student Development and the Campus Setting

Abbreviation of Course Name (for Banner): College Student Dev on Campus

<input checked="" type="checkbox"/> New Course Approval	<input type="checkbox"/> Deactivate Course
<input type="checkbox"/> Name Change	<input type="checkbox"/> Description Change
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Reg. Restriction Change
<input type="checkbox"/> Prerequisite Change	<input type="checkbox"/> Course Repeat Change
<input type="checkbox"/> Corequisite Change	<input type="checkbox"/> Continuing Ed Course
<input type="checkbox"/> Course Type Change	<input type="checkbox"/> Non-degree Course
<input type="checkbox"/> Grading System Change	<input type="checkbox"/> Competency Credit

School: SEHS		Credit hours: 4
Division: Educational Leadership		
Department: Counseling		
Course Type: 1, LW, N	Grading System: <input type="checkbox"/> Audit	
Classroom Reservation: <input type="checkbox"/>	<input checked="" type="checkbox"/> Standard Numeric <input type="checkbox"/> Standard Numeric with Progress	
	<input type="checkbox"/> Satisfactory/Unsatisfactory	
	<input type="checkbox"/> Satisfactory/ Unsatisfactory with Progress	
Prerequisite(s):		
Corequisite(s):		Equivalent Courses: Cross Listing:
Description (limit to 50 words): Discusses student demographics and characteristics, assessment of student development and campus environments.		
Registration Restrictions:		
School: SEHS	Major: Higher Education	
Degree: Masters	Level: Masters	

 Course may be repeated ☒ for grade ☐ for additional credit\* ☐ no repeats permitted

\* If the course has a fixed credit amount, indicate the number of times the student can take it for credit. If the course has a variable credit amount, indicate the total number of credits the course can be taken for.

 Rationale for addition or change: New Offering in Masters Degree  
 Previous course number, title, rubric and credits:

 Submitted by [Signature] Dated: 4/12/11  
 Recommended for approval by \_\_\_\_\_ Dated: \_\_\_\_\_  
 GCOI or Graduate Study Committee Signature \_\_\_\_\_ Dated: \_\_\_\_\_  
 \_\_\_\_\_ Approved \_\_\_\_\_ Denied \_\_\_\_\_ Delayed \_\_\_\_\_

Director of Graduate Study

Date

Date entered in Banner

Date sent to Registrar

Revised: December 2006 (Office of Graduate Study, X3159)

## Appendix K – Proforma Budget

### New Program Proforma

Masters in Higher Education Leadership – SEHS

Fiscal Year: FY13

On-Campus

	FY13	FY14	FY15	FY16	FY17
<b>Revenue Variables:</b>					
<b>Headcount (total)</b>	<b>5</b>	<b>12</b>	<b>17</b>	<b>27</b>	<b>27</b>
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Graduate	5	12	17	27	27
<b>Total Credit Hours</b>	<b>100</b>	<b>200</b>	<b>284</b>	<b>444</b>	<b>444</b>
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Graduate	100	200	284	444	444
Doctoral	0	0		0	
<b>Total FYES</b>	<b>4.17</b>	<b>8.33</b>	<b>11.83</b>	<b>18.50</b>	<b>18.50</b>
Undergraduate (cr.÷30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.÷24)	4.17	8.33	11.83	18.50	18.50
Doctoral (cr.÷16)	0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour					
Undergraduate (upper)	\$362.00	\$362.00	\$362.00	\$362.00	\$362.00
Graduate	\$578.25	\$578.25	\$578.25	\$578.25	\$578.25
<b>Revenue</b>					
Tuition	\$57,825	\$115,650	\$164,223	\$256,743	\$256,743
Other	\$-	\$-	\$-	\$-	\$-
<b>Total Revenue</b>	<b>\$57,825</b>	<b>\$115,650</b>	<b>\$164,223</b>	<b>\$256,743</b>	<b>\$256,743</b>
<b>Compensation</b>					
Faculty Salaries	\$-	\$-	\$-	\$-	\$-
Administrative	\$-	\$-	\$-	\$-	\$-
Clerical	\$-	\$-	\$-	\$-	\$-
Other Monthly	\$-	\$-	\$-	\$-	\$-
Faculty - Part time & overload	\$-	\$-	\$-	\$-	\$-
Graduate Assistant Stipend	\$19,132	\$19,132	\$19,132	\$19,132	\$19,132
Wages - assorted	\$-	\$-	\$-	\$-	\$-
Student	\$-	\$-	\$-	\$-	\$-
Total Salaries/Wages	\$19,132	\$19,132	\$19,132	\$19,132	\$19,132
Fringe Benefits	\$-	\$-	\$-	\$-	\$-
<b>Total Compensation</b>	<b>\$19,132</b>	<b>\$19,132</b>	<b>\$19,132</b>	<b>\$19,132</b>	<b>\$19,132</b>

<b>Operating Expenses</b>					
Supplies and Services	\$2,850	\$2,850	\$2,850	\$2,850	\$2,850
Repairs and Maintenance	\$-	\$-	\$-	\$-	\$-
Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Telephone	\$150	\$150	\$150	\$150	\$150
Equipment	\$-	\$-	\$-	\$-	\$-
Library	\$1000	\$1000	\$1000	\$1000	\$1000
Graduate Assistant Tuition	\$18,504	\$18,504	\$18,504	\$18,504	\$18,504
<b>Total Operating Expenses</b>	<b>\$24,504</b>	<b>\$24,504</b>	<b>\$24,504</b>	<b>\$24,504</b>	<b>\$24,504</b>
<b>Total Expenses</b>	<b>43,636</b>	<b>43,636</b>	<b>43,636</b>	<b>43,636</b>	<b>\$43,636</b>
<b>Net</b>	<b>\$14,189</b>	<b>\$72,014</b>	<b>\$120,587</b>	<b>\$213,107</b>	<b>\$213,107</b>
PER FYES AMOUNT	\$10,472.64	\$5,236.32	\$3,687.55	\$2,358.70	\$2,358.70
Percentage of Expenses to Tuition	75.46%	37.73%	26.57%	17.00%	17.00%

## Appendix L – Assessment of Library Resources

### MEMORANDUM

**To:** Jana Nidiffer, Chair, Department of Educational Leadership, School of Education and Human Services (SEHS)

**From:** Shawn Lombardo, Coordinator of Collection Development, Kresge Library  
Kristine Condic, Librarian Liaison to SEHS, Kresge Library

**Re:** Library collection evaluation for proposed M.Ed. in Higher Education Leadership

**Date:** January 9, 2012

In order to complete this library collection evaluation for the proposed M.Ed. program in Higher Education Leadership, we reviewed the draft program proposal in relation to the library's current resources related to leadership, policy, finance, student affairs and student services in higher education. In addition, we consulted *Magazines for Libraries* to benchmark the library's current holdings against a core journal list. In addition, we reviewed the recommended reading lists/bibliographies on the syllabi of proposed courses that were included in the proposal. The following is an assessment of the library's ability to support the proposed new program.

#### Reference Sources and Periodical Indexes

Kresge Library maintains access to many important reference sources relevant to the proposed higher education leadership program. These include, in print, *Higher Education in the United States: An Encyclopedia*; *Women in Higher Education: An Encyclopedia*; *The Higher Education Directory*; *International Handbook of Universities*; and *American Universities and Colleges*. Within the *Credo Reference* online collection of reference sources are *Gender and Education: An Encyclopedia* and *Learning in Adulthood: A Comprehensive Guide*. One title which the library should obtain is the *International Higher Education: An Encyclopedia*, forthcoming. Kresge Library provides access to the most significant journal indexes in the field of early childhood and special education, including *ERIC*, *Education Abstracts*, *PsycInfo* and *Social Sciences Citation Index* (via *Web of Science*). Other significant databases include *Sociological Abstracts* and *ABI/Inform*, a business database that provides full-text content to much of the journal literature related to issues in management and leadership. With the exception of *ABI/Inform*, none of these databases provide the full-text to the periodical literature; however, the library's openURL article linker (i.e., the *Get It* links found in the article databases) provides access to the online version of articles where they are available in other library resources, such as the publisher journal packages to which the library subscribes (see below). Generally, then, the library's reference and online periodical indexes are sufficient to support the proposed program.



## Monographs

A brief analysis of the library's monograph collection found that, overall, the library has a good collection. For example, the library has purchased more than 115 print books in the last five years related to issues in higher education (and more than 800 titles in all). Many of the titles have been received through the library's approval plan with its primary book vendor, which supplies the library with recently published titles based upon a profile developed to support Oakland's curriculum. In addition, the library owns approximately 100 eBooks on higher education, many from the extensive Springer-Verlag eBook collection, including the book series *Higher Education: Handbook of Theory and Research*. However, there are gaps in the collection, as evidenced by the recommended and required reading lists in the proposal, which include titles that the library does not own (e.g., *Women Administrators in Higher Education*; *Justice, Gender and Affirmative Action*; *Civic Responsibility and Higher Education*; *A History of American Higher Education*; *The American College in the Nineteenth Century*; etc.). Funding to purchase approximately 15-20 monographs each year, in addition to the funds already allocated for the Department of Educational Leadership, has been built into the library budget (Appendix D).

## Journals

The library's coverage of the journal literature in higher education is fairly strong. Appendix A lists the major journals and professional magazines in these fields to which Kresge Library currently has access; this list is by no means exhaustive and, for example, does not include many of the library's more general educational research and management/leadership journals that also would be relevant to the program. Most of the titles are available online through the library's general interest periodical databases (*Academic OneFile*, etc.) and journal publisher packages such as the Wiley-Blackwell and Sage packages. In fact, the Sage and Wiley-Blackwell journal packages are critical to the research needs of students and faculty in the proposed program. Also important is the *PsycArticles* full-text collection of American Psychological Association journals.

In comparing the library's journal holdings to *Magazines for Libraries*, which provides a brief list of core titles in higher education (for which the library holds approximately 81 percent of the recommended titles in higher education), as well as the journals cited in the bibliographies and readings lists on syllabi included in the new program proposal, and searching for topics in *ERIC* related to higher education, it is apparent that the library should supplement its current journal subscriptions with a few additional titles, as listed in Appendix B. In developing this list, we focused on supporting the proposed program's specialization in student affairs, an area in which the library's collection is weakest. One title that is not included on this recommended subscription list is *Studies in Higher Education*, published by Taylor & Francis (Appendix C). Although this title is an important journal that is indexed in *ERIC*, its current annual subscription price of \$3,138 makes it cost prohibitive. The *Higher Education Research and Development Journal*, another important title, likewise is very expensive (\$1,083 per year). Additionally, although the program proposal highlights the *NASPA Journal About Women in Higher Education*, this title is not indexed in any of the library's databases. Therefore, we have not included it in the recommended list of journal subscriptions to be added to support the program; we have, however, included the *Journal of College Student Psychotherapy*, as it was highlighted as an important title within the program proposal.

**Support for Current Library Resources**

As noted above, Kresge Library already subscribes to a number of online resources that will support a M.Ed. in higher education leadership. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the library cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that the library be given \$1,000 per year (with inflationary increases in each year) to assist us in funding these resources, especially the library's current journal packages, that are critical to this program, as well as to the broader curriculum of the School of Education and Human Services.

C: Adriene Lim, Dean of the University Libraries

## A

**Current OU Journals in Higher Education Leadership**

<b>Journal Title</b>	<b>Format</b>	<b>Access</b>
About Campus	online	WileyBlackwell
Academe	online	ERIC
Academic Leadership	online	open access
Academic Questions	online	Springer
Active Learning in Higher Education	online	Sage
American Educational Research Journal	online	Sage
American School and University	online	Wilson Education FullText
Black Collegian	online	Wilson Education FullText
Cambridge Journal of Education	online	Cambridge UP
Canadian Journal of Higher Education	online	open access
Change: The Magazine of Higher Learning	online	Taylor & Francis
Chronicle of Higher Education	online	Chronicle
College and University	online	Wilson Education FullText
College Quarterly	online	open access
College Student Journal	online	Wilson Education FullText
Community College Review	online	Sage
Diverse Issues in Higher Education	online	Wilson Education FullText
Economics of Education Review	online	ScienceDirect
Educational Assessment, Evaluation and Accountability	online	Springer
Educational Evaluation and Policy Analysis	online	Sage
Educational Horizons	online	Academic OneFile
Educational Management, Administration and Leadership	online	Sage
Educational Studies	online	Taylor & Francis
Educational Technology and Society	online	open access
EDUCAUSE Quarterly	online	open access
EDUCAUSE Review	online	open access
Harvard Educational Review	online	Harvard UP
Higher Education: The International Journal of Higher Education...	online	Springer
Higher Education Abstracts	online	WileyBlackwell
History of Education Quarterly	online	WileyBlackwell
Innovative Higher Education	online	Springer
International Review of Research in Open and Distance Learning	online	open access
Journal of Applied Learning in Higher Education	online	open access
Journal of College Admissions	online	Wilson Education FullText
Journal of College Counseling	online	WileyBlackwell
Journal of College Student Development	online	Project Muse
Journal of College Teaching and Learning	online	ABI/Inform
Journal of Computing in Higher Education	online	Springer

Journal of Continuing Higher Education	online	Wilson
Journal of Counseling and Development	online	WileyBlackwell
Journal of Developmental Education	online	Wilson Education FullText
Journal of Diversity in Higher Education	online	APA
Journal of Education Finance	online	Project Muse
Journal of General Education	online	Project Muse
Journal of Higher Education	online	Project Muse
Journal of Higher Education Outreach and Engagement	online	open access
Journal of Research Administration	online	ABI/Inform
Journal of Student Affairs Research & Practice (formerly NASPA Journal)	online	NASPA
Journal on Excellence in College Teaching	online	Miami University
Leadership Quarterly	online	ScienceDirect
Liberal Education	online	Academic OneFile
Management in Education	online	Sage
Mentor: An Academic Advising Journal	online	open access
Metropolitan Universities	print	Transaction Press
Minerva: A Review of Science, Learning & Policy	online	Springer
NACADA Journal	print	National Academic Advising Assoc.
New Directions for Adult and Continuing Education	online	WileyBlackwell
New Directions for Community Colleges	online	WileyBlackwell
New Directions for Higher Education	online	WileyBlackwell
New Directions for Institutional Research	online	WileyBlackwell
New Directions for Student Services	online	WileyBlackwell
New Directions for Teaching and Learning	online	WileyBlackwell
Phi Delta Kappan	online	Wilson Education FullText
Planning for Higher Education	online	Wilson Education FullText
Qualitative Inquiry	online	Sage
Research in Higher Education	online	Springer
Review of Higher Education	online	Project Muse
Thought and Action	online	NEA
University Business	online	Academic OneFile
Women in Higher Education	online	Academic OneFile

**B****Recommended Journals to Support Proposed M.Ed. in Higher Education Leadership**

<b>Journal Title</b>	<b>Publisher</b>	<b>Format</b>	<b>Price</b>	<b>Indexed in ERIC</b>
Higher Education Policy	Palgrave	online	\$900	yes
Journal of College Student Retention	Baywood	online	\$308	yes
Perspectives: Policy and Practice in Higher Education	Taylor & Francis	online	\$208	yes
Journal of College Student Psychotherapy	Taylor & Francis	online	\$793	yes
				\$2,209

**C****Other Journals for Consideration**

<b>Journal Title</b>	<b>Publisher</b>	<b>Format</b>	<b>Price</b>	<b>Indexed in ERIC</b>
Higher Education Research and Development Journal	Taylor & Francis	online	\$1,083	yes
Journal of Further and Higher Education	Taylor & Francis	online	\$584	yes
Journal of Higher Education Policy and Management	Taylor & Francis	online	\$991	yes
Quality Assurance in Education	Emerald	online	n/a	yes
Quality in Higher Education	Taylor & Francis	online	\$592	yes
Studies in Higher Education	Taylor & Francis	online	\$3,138	yes
Community College Journal of Research and Practice	Taylor & Francis	online	\$878	yes
College Teaching	Taylor & Francis	online	\$180	yes
NASPA Journal About Women in Higher Education	NASPA	online	\$183	no

**Proposed Five-Year Budget for Library Resources  
to Support a M.Ed. in Higher Education Leadership**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<i>International Higher Education: An Encyclopedia</i>	\$ 325	\$ -	\$ -	\$ -	\$ -
Monographs <sup>1</sup>	\$ 1,000	\$ 1,050	\$ 1,103	\$ 1,158	\$ 1,216
Journals <sup>2</sup>	\$ 2,200	\$ 2,376	\$ 2,566	\$ 2,771	\$ 2,993
Support for current library resources <sup>2</sup>	\$ 1,000	\$ 1,080	\$ 1,166	\$ 1,260	\$ 1,360
	\$ 4,525	\$ 4,506	\$ 4,835	\$ 5,189	\$ 5,569

<sup>1</sup>Reflects a 5 percent annual inflationary increase in years 2-5.

<sup>2</sup>Reflects an 8 percent annual inflationary increase in years 2-5.

## Appendix M – Letter to Potential Advisory Board Members

Thus far, we have asked five people to serve on the Advisory Board sending each the letter below:

1. Dr. Karen Downing, University Learning Communities Liaison and Foundations & Grants Librarian, University of Michigan; also author of *Multiracial America: A Resource Guide on the History and Literature of Interracial Issues*
2. Dr. Richard Holcomb, Vice Chancellor for Academic Affairs, Oakland Community College
3. Mark Kamimura-Jimenez, Director, Graduate Student Success, Rackham Graduate School and Member of the President's Diversity Council, University of Michigan
4. Dr. Kristen Renn, Associate Professor, Higher, Adult and Lifelong Learning, Michigan State University; also co-author of *Student Development in College: Theory, Research, and Practice*

Dear

The Departments of Counseling and Educational Leadership are jointly beginning a new masters degree program in Higher Education Leadership with a particular focus on social justice issues. In order to ensure that our courses are theoretically sound, content rich, and informed by current practice, we are creating an Advisory Board to offer suggestions and feedback on the program and curriculum. Academic and student affairs professionals from our campus will be part of the Board, but we believe it is important to include professionals from outside our institution. I am asking you to be a member.

The tasks of asked of Advisory Board members will be minimal and, we hope, enjoyable. We imagine that we will contact you via email upon occasion for advice or recommendations over a two-year term. In addition, we hope you can join us on campus for one lunch meeting to discuss the growth and development of the program which is described briefly below.

Our masters program requires 32 credit hours including a capstone/internship experience. Our students will specialize in one of two areas, academic leadership or student affairs leadership both with a focus of increasing awareness of educational equity issues and sensitivity to difference within higher education. Here is the rubric of our curriculum:

Required Core	Cognate I Academic Leadership	Cognate II Student Affairs Leadership	Other
Introduction to American Higher Ed.	Leading Effective Organizations	Administration of Student Services	Elective
History of Higher Ed.	Academic Development and Curriculum	Counseling and Advising the College Student	Capstone/Internship
Higher Ed. and Educational Equity	Current Issues in Higher Ed.	College Student Development	

If you are willing to be a member, please let us know. Your expertise will be greatly appreciated.

Jana Nidiffer, Chair  
Department of Educational Leadership  
nidiffer@oakland.edu  
1-248-370-4204

Lisa Hawley, Chair  
Department of Counseling  
hawley@oakland.edu  
1-248-370-2841



## Appendix N – Comparison to Other Social Justice Higher Education Programs

This contains the mission and course requirements of the few higher education programs with an emphasis on social justice education. A cross-institutional analysis shows that our proposed higher education program is comparable to peer programs. For instance, our mission emphasizes social justice. Also, although we do not offer a social justice concentration, our program incorporates social justice issues throughout the curricula (see **green** highlights in the course syllabi). All students will be required to take a foundation course in social justice (Higher Education and Educational Equity). Additionally, social justice related issues like social identity, diversity, equity, social class, gender and physical ability are embedded in curricula. We believe that this approach ensures that students will remain actively engaged in social justice discourse and practice. Finally, our assessment plan shows that “students will be prepared to create and sustain environments that promote social justice in higher education.” Thus, student portfolios must show evidence that this learning outcome has been achieved. In all, our program reflects and possibly exceeds the standards set by established higher education programs because of our commitment to integrate social justice topics in all of our course offerings.

	Catalog description	Curriculum
OU	The mission of the higher education program is to develop transformational leaders who meet professional standards, <b>understand social justice practices and think critically about promoting postsecondary institutions that are optimal sites for teaching and learning</b> . Graduates of our program will have the tools to promote principles of effective higher education practice through theory, research and praxis. In addition a major learning outcome in our assessment plan is the <b>ability to create and sustain social justice educational environments</b> . Students must show evidence of this via student portfolios.	EL 580 Introduction to American Higher Education EL 581 History of Higher Education EL 582 Current Issues in Higher Education EL 583 Faculty and Curriculum EL 584 <b>Social Justice and Higher Education</b> EL 585 Leading Effective Organizations EL 586 An Introduction to the Administration of Student Affairs in Higher Education CNS 592 College Student Development and the Campus CNS 591 Counseling and Advising the College Student: Admissions, Advising, Retention and Career Planning EL 587 Internship Seminar in Higher Education
Iowa State University	The mission of Social Justice in Higher Education is to offer the opportunity to students to engage in <b>rigorous study of higher education and social justice</b> . Students will gain an in-depth understanding of the dynamics of privilege and the multiple forms of oppression at the individual, group, institutional, and systemic levels, and acquire the knowledge and skills to work actively against oppression for social and economic justice.	Student Affairs Practice Student Development 1 Educational Research <b>Social Justice Research Theory and Practice</b> Student Development II Higher Education in the US Program Evaluation and Assessment Supervised Field Experience Counseling and Group Dynamics Organization and Administration College Environments <b>Social Justice and Social Change</b> Students in American Higher Education Capstone Seminar <b>Pedagogies of Dissent</b>

University of Oklahoma	<p>The student affairs concentration in Adult and Higher Education program is committed to helping students understand how colleges and universities work, the issues affecting college students and faculty, and how to best lead our colleges and universities to meet the challenges of our global and changing diverse democracy. Students will be challenged intellectually to consider the intersections of theory, research, and practice as they develop integrity, courage, and vision to advance <b>social justice and educational equity</b> in the field.</p>	<p>EDAH 5013, The Adult Learner  EDAH 5023, Administration of Adult and Higher Education  EDAH 5033, Critical Literature  EDAH 5043, Research Method  Student Affairs Emphasis (15 credits):  EDAH 5163, <b>Diversity Issues in Adult and Higher Education</b>  EDAH 5223, Student Personnel Services in Higher Education [Suggested first course in the program]  EDAH 5940, College Student Development  EDAH 5910, Practicum in Adult and Higher Education ***  EDAH 5940, Contemporary Issues in Student Personnel  <b>Social Justice Track</b>  EDAH 5940, Critical Topics in Student Life  EDAH 5940, Gender, Society and Higher Education  EDAH 5940, Race, Class and Gender in Education  Community College Track  EDAH 5133, The American Community College  EDAH 5940, Student Services in Community Colleges  Administration Track  EDAH 5940, Assessment and Evaluation in College Student Affairs  EDAH 5940, The First-Year Experience: Students, Program Design, and Management  EDAH 5940, Leadership and Administration in Student Affairs</p>
UMass at Amherst	<p>Social Justice Education is an interdisciplinary graduate program of study with a focus on social diversity and social justice education particularly as they apply to formal educational systems, kindergarten through higher education. <b>The masters program of study focuses upon the use of reflective practice in Social Justice Education;</b> the doctoral program of study focuses upon research that is informed by the use of reflective practice in SJE and the development on systemic approaches building and maintaining socially just educational learning environments. <b>Our goals are to generate knowledge about social justice education and to apply new knowledge to the design and delivery of effective social justice educational techniques and systems.</b></p>	<p>Students enrolled in the SJE program take the following core courses.  Social Justice in Education (691E)  Contemporary and Historical Constructions of SJE (624)  Historical and Pedagogical Foundations of SJE (648)  Research and/or Evaluation of SJE  Curriculum Design and Facilitation in SJE (627)  Reflective Practice in SJE (691G—Masters only)  Research Pro-seminar (615B—Doctoral only)  <b>6-12 credits of electives related to area of specialization</b>  Multicultural group processes  Contemporary and Historical Constructions of SJ Education  Historical and Pedagogical Foundations of Social Justice  Social Justice Education Curriculum Design and Facilitation  Social Justice Issues in Education  Social Justice Education Classroom Teaching in Higher Education</p>

## **Appendix 0 – Report of the University Assessment Committee**

To: Jana Nidiffer, Chair, Educational Leadership V. Thandi Sulé, Program Coordinator

From: Aaron Byrd, Chair University Assessment Committee

Date: March 22nd, 2012

Subject: Approval of the Assessment Plan in the Proposal for a Master's in Education: Higher Education Leadership

The University Assessment Committee (UAC) has reviewed and accepted the assessment plan for the proposed Master's in Education in Higher Education Leadership. We realize that this is a plan for a new program and that rubrics for evaluating the assessment measures may not be fully developed. We therefore approve the assessment plan with the understanding that the criteria for evaluating the portfolios and student self-reflections will be submitted with the first assessment report. Your first assessment report will be due October 15, 2014, or two years after the start of the program, with all future assessment reports due on a 2-year cycle.

The committee noted:

Appropriate learning outcomes flow from the program goals The direct and indirect measures are clearly aligned with the learning outcomes There is a plan for reviewing assessment results to ensure use of the data for program improvement

Reporting formats, details of the criteria the UAC uses to review assessment plans and reports, and current reporting schedules may be found at the UAC website: [www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)

If you would like additional information, please contact Maura Selahowski (mcselaho@oakland.edu) or Laura Schartmen (schartma@oakland.edu).

For information purposes, a copy of this memo will be sent to Dean Gallien and Provost Moudgil.

Cc: Louis Gallien, Dean, School of Education and Human Services Virinder Moudgil, Vice President for Academic Affairs and Provost UAC files

## Appendix P – Response to the Graduate Council

January 16, 2012

To: Members of the Graduate Council

From: Jana Nidiffer  
Associate Professor  
Chair, Department of Educational Leadership

RE: Masters Degree in Higher Educational Leadership

Thank you for your comments on our proposal which I have reproduced here, indicated in **burgundy** type. What follows are our responses to your questions in **blue**.

### 1. Budget Proforma Statement

The proposal discusses the budget in two places. On page 15 is the budget narrative and the proforma budget may be found in Appendix K on page 99. This proforma statement was prepared by the SEHS Assistant Dean for Budgets, Pamela Day. She is willing to provide further information if needed.

### 2. Concerns that you may need more faculty to support the program and suggestion that you may want to ask for another person.

Although more faculty positions are always desirable, we do not envision the need for another faculty line for the foreseeable future. Currently, there are three full time faculty in the Department of Educational Leadership dedicated to our higher education programs. There are also faculty in the Counseling Department prepared to teach within the Student Affairs Leadership cognate. In addition, there are three other faculty within SEHS with expertise in higher education leadership, two former associate deans and our current Dean, Louis Gallien, who holds a PhD in higher education. Finally, the program occasionally calls upon the experts of higher education practice on our campus (who also hold PhDs in relevant fields) to teach on a part-time basis. Dr. Mary Beth Snyder, Vice President for Student Affairs and Enrollment Management, is one such example.

To reflect this, there is a change in the language in the first sentence under “Faculty Positions” on p. 15. In the most recent electronic version of the proposal (Final Prop MAHE 6) the new language is highlighted in yellow. The sentence now reads: No new faculty are needed for the foreseeable future.

### 3. Members want reassurance that OU employees in the program will not be allowed to do internship in their own department.

In our current Post-Masters Certificate Program in Higher Education, students are required to hold an internship position and our past practice has been not to allow an internship with a current supervisor. However, to ensure that this practice is made explicit for the proposed degree, the syllabus for “Capstone/Internship in Higher Education” (EL 587) now includes two statements this effect.

The catalog description of the course now includes the statement: Internships are undertaken in a setting other than the students’ current employment positions, though they may be completed on the same campus (p. 62).

This policy is reiterated under “8. Field Experience.” The last sentence now reads: Therefore, students may not select to do their internship in their current employment position. Internships may be completed on the campus where the student is employed, but may not be undertaken within their own work setting or supervised by their immediate supervisor.

4. Members are not certain how firm the “cross-over” from Educational Leadership actually is, can that be reinforced with support letter? Letter included from Lisa Hawley from Counseling but can one be included from Ed. Leadership?

The support letter requested may now be found in Appendix I, Letters of Support, p. 84. For your convenience, the body of the memo is included here:

Last year the faculty of the Department Educational Leadership enthusiastically endorsed the proposal for a Masters Degree in Higher Education Leadership. One aspect of the proposal especially appreciated by the faculty was the interdisciplinary and collaborative nature of the degree plan. In the proposed program, our department is working with the Counseling Department of SEHS. Several students in the Department of Educational Leadership have an expressed interest in working in the student affairs profession and several students in the Counseling Department plan to apply their professional skills in a higher education environment. Combining the expertise of both departments is a considerable asset to the program.

In addition, such interdisciplinary and cross-department collaborations are strongly encourage by SEHS dean, Louis Gallien. In fact, he recently formed an Interdisciplinary Taskforce, of which I am a member, to foster such arrangements. Our department also has a precedent for such work. Our current Masters Degree in Teacher Leadership is a joint effort with another SEHS department, Teacher Development and Educational Studies.

In conclusion, I can confidently state the interest and capacity of our department to work collaboratively with the Counseling Department for the Masters Degree in Higher Education Leadership is strong. I fully expect this to be a very successful partnership.

5. Program guidelines, p. 6, lists law but that is not a major focus in a course and it seems like it should be given the populations these graduates will be working with. Can that be strengthened?

There are seven guidelines for a typical masters degree in higher education; #6 of that list reads: “A recommended curriculum includes: history, leadership, budgets/finance, organization, & law” (p. 7).

Our program respects these recommendations and includes discrete courses in these areas with the exception of a separate course in higher education law. There were two reasons for this decision. The first, and most important to us, is intellectual. As faculty, we are not training future attorneys but rather aspiring professionals who will work for institutions likely to have an Office of General Counsel (or equivalent). In our experience, students gain a greater understanding of the legal underpinnings of issues in higher education if the laws and regulations pertinent to that issue are integrated into other courses on a specific topic. For example, the impact of Title IX on gender equity will be discussed in, “Higher Education and Educational Equity” (EL 584).

Our second reason for approaching the curriculum this way is more logistical in nature. The above mentioned recommendations are guidelines rather than mandates and to include separate courses on every topic would be an overly burdensome number of courses for masters-level students. Since receiving your inquiry, we have examined the curricula of like programs at peer institutions and noticed that none of them have stand-alone law classes. However, if student demand for a law course should manifest our program does allow for an elective which could be devoted to the topic.

Several of the course syllabi included in the proposal do address legal issues related to the overarching topic of the course. Some of these references are explicit while others are implicit. For example, in the syllabus for “Introduction to American Higher Education” (EL 580), course topic #3 reads (p. 40):

Economics and higher education (e.g. the rise of the for-profit university, distance learning and virtual universities, the effects of federal and state financial aid policies, the new metropolitan university, higher education funding in Michigan).

To be discussed thoroughly, the above topic must include the laws, policies, and mandates surrounding financial aid and funding. Another example of legal issues being subsumed under the larger topic are all counseling courses where students are thoroughly prepared in the issues surrounding confidentiality, the HIPAA Privacy Rule, etc.

For your convenience, I have highlighted both explicit and implied instances in which legal issues will be taught. These can be found on pages 40, 44, 48, 49, 53, 56, 59, 65, 67, and 71.

Again, thank you for your thoughtful reading of our proposal. Please contact me if you require further information.

**Appendix Q – Response to the Senate Planning Committee**

March 6, 2012

TO: Dr. Thomas A Discenna, Associate Prof Communication  
Communication and Journalism

FROM: Dr. Jana Nidiffer, Associate Professor, Chair  
Educational Leadership

RE: Proposal for Masters Degree in Education: Higher Education Leadership

Dear Tom,

On behalf of my colleagues, we wish to thank you and members of the Senate for their thoughtful reading of our proposal. In the course of responding to your suggestions, we made adjustments that we think will strengthen our program. I will address your concerns in the order in which you listed them.

1. The first concern is that the “Comparison to other Programs” does not, in fact, compare this proposal to other programs. What are the benchmarks for a program of this type? The committee understands that there is a governing body for this kind of degree and that this proposal meets its requirements (with the curious omission of “law” which is unexplained) but that is not the same as a comparison to benchmark or competitor institutions. Moreover, how we are to evaluate the claims for distinctiveness without knowing what other programs are doing? There are little smatterings of comparison throughout the document (no such programs in the tri-county area; no “social justice” component in the state; a comparison to Iowa State and U Mass-Amherst) but this is far from the kind of thorough benchmarking we have seen from other departments.

The reason we originally placed the standards of the professional organization (CAHEP) as our benchmark (p. 7) was that the majority of higher education masters programs are guided by these so it was important to demonstrate that our program was in alignment as well.

To obtain additional data however, we consulted Laura Schartman, Director of Institutional Research and requested a list of peer institutions, of which only three had comparable programs. Although Eastern Michigan University was not on the list provided by Ms. Schartman, we thought that its geographic proximity and likelihood of competition with our program made it reasonable to include EMU as a peer institution. We illustrated these comparisons in a table on p. 8 and concluded, although “no two programs are identical, our program is quite comparable in terms of curricular offerings, although our program requires fewer credit hours.”

Because we believe that our focus on social justice is a distinctive aspect of our program, we compared our proposal to the very few other programs nationally that make this claim in the



**Program's Unique or Distinctive Aspects section** (p. 12). Based on a comparison of our program to Iowa State University and the Universities of Oklahoma and Massachusetts at Amherst, we concluded that our program is quite comparable. The full results of our comparison are presented in a table in Appendix N (p. 128).

With respect to your comment about the omission of law as a separate course, we did address this in our memo to the Graduate Council. Please see Appendix O (p. 130) for our full response, but I can reiterate the key points here.

We said there were two reasons for our decision not to have discrete law course. The first, and most important to us, is intellectual. As faculty, we are not training future attorneys but rather aspiring professionals who will work for institutions likely to have an Office of General Counsel (or equivalent). In our experience, students gain a greater understanding of the legal underpinnings of issues in higher education if the laws and regulations pertinent to that issue are integrated into other courses on a specific topic. ... Several of the course syllabi included in the proposal do address legal issues related to the overarching topic of the course. ... For your convenience, I have highlighted in yellow on course syllabi, both explicit and implied instances in which legal issues will be taught. (See Appendix D, p. 48).

2. The committee found the evidence provided as “Indicators of Student Demand” to be more reflective of administrator opinion than student demand. It is common for departments proposing new degrees to provide evidence of student support. Other departments proposing such degrees have indicated student support by means of student survey, growth or demand in similar degree programs or the like. In any event, some indication of student voice would be a welcome addition and provide evidence of student demand.

Estimating student demand for a higher education program faces a unique challenge. While anyone proposing a graduate program in a discipline such as history, for example, might consult undergraduate history majors to gauge interest, there is no such major in higher education at the undergraduate level. This is why our first approach was to ask the potential employers if they seek to hire young professionals who hold a masters degree. We also noted in our rationale four points that we believe would make the OU program desirable and competitive:

- The future growth in the higher education employment market is well documented;
- Entry and mid-level positions in higher education administration require masters level preparation;
- There are no graduate programs in higher education leadership in Oakland, Macomb and Wayne counties, and
- There are no higher education leadership programs in Michigan that emphasize social justice and diversity.

We believed that the cumulative effect of these factors illustrated demand. We also noted in this proposal that we have considerable anecdotal evidence of demand based on the number of inquiries we receive asking about a masters-level program.



However, we did gather quite a bit of additional data. To determine indicators of student demand we surveyed the opinions of undergraduates or recent graduates who are working in entry-level jobs related to higher education administration and student affairs. Because we have no database of these employees, we contacted professionals on campus who supervise younger staff who do not yet have a masters degree and asked them to send our survey request to anyone who met that criteria. We were gratified to have 54 respondents and strong support for the proposed program. Appendix B (p. 30) includes the full results of the survey, but we included two items in the body of the proposal to indicate demand. We asked students how likely they would be to take courses or complete a masters degree in higher education at OU if offered. Approximately 76% of the respondents said they were likely or highly likely to take courses in the area and 68.5% were likely or highly likely to seek the masters degree. In addition, we supplied several of the comments to the open-ended question on the survey.

Unlike higher education as a field of study which has no undergraduates, students who wish to enter student affairs from a counseling background could be approached while they were undergraduates or recent graduates of the psychology or social work programs. Surveying these students was another data gathering strategy. We received a quick and overwhelming positive response to the survey focused on student affairs for counseling students. Eighty-one alumni and current students participated in the survey within a week. The results were extremely positive. For example, almost 60% of the students answered “agree” or “strongly agree” with the statement, “If the Counseling Dept. were to offer a specialization in Student Affairs, I would be interested in enrolling” and another 20% answered “slightly agree.” When asked the likelihood of enrolling in a College Student Development or College Counseling and Advising course, 72.6% and 85.1% (respectively) of the respondents were somewhat likely, highly likely, or definitely likely to enroll. Again, the survey questions and full results are in Appendix B.

3. The letters of support provided in the document are both from parties involved in the creation of the program. Is there any independent evaluation either from within the institution or, preferably, outside of it?

We asked five other professionals to review this proposal and submit letters of support all of which are included in Appendix I (p. 92). The letters are from:

- Dr. Tracy Hebert, Director of Doctoral Education, Lipscome University in Nashville, TN
- Dr. Mary Lou Kata, Assistant Director of Academic Development, Macomb Community College
- Gordon F. May, President, Highland Lakes Campus of Oakland Community College
- Dr. Penny A. Pasque, Assistant Professor, Adult & Higher Education and Women’s & Gender Studies/Center for Social Justice, University of Oklahoma
- Gloria Aquino Sosa, Graduate Counseling Program, Saint Mary’s College of California

4. The committee also had serious misgivings concerning the constitution of the Advisory Committee. We believe that an advisory committee that “monitors” and “advises” about

“future directions and improvements” should have a wider membership including individuals who are not directly involved in the program.

We agreed that wider representation would strengthen the Advisory Board so we asked the following five people to serve:

- Dr. Karen Downing, University Learning Communities Liaison and Foundations & Grants Librarian, University of Michigan; also author of *Multiracial America: A Resource Guide on the History and Literature of Interracial Issues*
- Dr. Richard Holcomb, Vice Chancellor for Academic Affairs, Oakland Community College
- Mark Kamimura-Jimenez, Director, Graduate Student Success, Rackham Graduate School and Member of the President’s Diversity Council, University of Michigan
- Dr. Kristen Renn, Associate Professor, Higher, Adult and Lifelong Learning, Michigan State University; also co-author of *Student Development in College: Theory, Research, and Practice*

The letter we sent to potential members is in Appendix M (p. 126).

5. The committee was also confused as to how the goal of teaching about social justice was being realized in the program. This was especially problematic for us as it was offered as a distinctive feature of the program and yet we found only one cognate course in the subject that could easily be avoided without in any way hampering ones fulfillment of the degree requirements, especially by those students in the “Student Affairs Leadership” track. The committee felt that students following this track might benefit the most from such a course.

We believe that you and your colleagues in the Senate did our program a service with this suggestion. Although we can see all the places where social justice issues are considered, your comment made us realize it was not especially obvious to others. Social justice-oriented leadership is vital to the growth and development of higher education because it responds to the need to create and sustain higher education institutions that are responsive to the interdependence among local and international communities – communities imbued with diversity of experiences and opportunities in education. We recognize that all graduates of our higher education program must participate in a foundational course on social justice issues. Thus, EL 584 – Higher Education and Educational Equity is now part of the Required Core for all students:

- Introduction to American Higher Education (4 credits)
- History of Higher Education (4 credits)
- Higher Education and Educational Equity (4 credits)
- Capstone/Internship in Higher Education (4 credits)

The course that had previously been in the Required Core, Current Issues in Higher Education, is now part of the Academic Leadership cognate. This change is reflected everywhere the

curriculum sequence is discussed, beginning on p. 17. This change does not, however, alter the number of courses or credit hours required.

We believe that one core course is not enough to promote life-long social justice practice and critical thinking. Therefore, we embedded social justice goals and issues throughout our course curricula. In addition, Counseling as a profession is rooted in social justice issues. As a result, students will be provided with extended opportunities to engage equity issues in several courses. In addition to the Higher Education and Educational Equity course, our syllabi make explicit and implicit references to social justice issues (e.g. diversity, equity, gender and social class). These references are highlighted in green on the individual course syllabi in Appendix D (p. 48). In all, our program reflects and possibly exceeds the standards set by established higher education programs because of our commitment to integrate social justice topics in all of our course offerings.

6. As a rhetorical strategy, the proposal would benefit greatly from citing directly from the 2020 Strategic Plan and explaining how the various components of the program address specific parts of that strategic plan.

In the Role and Mission section of the proposal (p. 5), we made reference to the *Oakland University in 2020* and noted seven specific ways our proposal lined met strategic plan. We did add, however, how our proposal meets the strategic plan of the School of Education and Human Resources which are included in the document (p. 6).

7. There are a number of errors throughout the document that created some confusion for the committee. For instance, on p. 17 it is claimed that the program will generate \$231,300 per credit hour. Also, EL 583 is identified in the proposal as a course in “Faculty and Curriculum” while the accompanying syllabus and CAF identify it as “Academic Development and Curriculum.”

We apologize for any errors and resulting confusion they may have caused. We have changed references to EL 583 to the accurate title of “Academic Development and Curriculum” throughout the document. The budget error you mentioned was corrected in the final version we sent to the Graduate Counsel but apparently not in the version you received. In the incorrect table, the last column heading read: Revenue Per Credit. The corrected version (p. 23) now reads simply: Revenue.

8. I realized that this not may be drifting into curricular matters but my reading of the sample syllabi revealed a curious omission. One of the “required cognates” is EL 583: Faculty and Curriculum. No syllabus is offered for this course and the description in the Course Action Form changes the name to “Academic Development and Curriculum” and offers a nearly meaningless (even by catalog standards) description. I should dearly like to know what higher education administrators are being taught on these subjects though from perusing the titles in some of the other bibliographies it would not be hard to guess.

My understanding is that curricular and academic development issues are the purview of the faculty. What, precisely does someone in housing or recreational sports (from the survey appendix B) needs to understand about these issues and what would be taught?

The first aspect of your query was addressed above, noting that although the proposal did include a syllabus for EL 583, it had an incorrect title. Again, we apologize for the error and have corrected it.

In terms of your larger question, it is our belief – and one shared by many higher education and student affairs faculty members – that university administrators, regardless of their position, should have a thorough understanding of higher education as an enterprise. Because teaching and learning are the core missions of higher education, our program encourages students to understand the key issues faced by faculty and students. Such courses are so frequently taught in higher education that many programs/departments have faculty whose research expertise is in these areas specifically. This is easily reflected in the roster faculty in the primary professional organization for higher education professors, the Association for the Study of Higher Education (ASHE), of which both Dr. Sulé and I are members. Dr. Sulé's has published on concerns facing faculty of color and therefore provides this expertise for our program. Expertise in student intellectual and emotional development is provided by Dr. Hawley.

Although the specific content of such courses can vary, one issue frequently discussed is one of considerable importance to OU – undergraduate student retention. Current research on why students leave college and what can help them persist is lead by a group of scholars at Indiana University with the project known at the National Survey of Student Engagement (NSSE) – of which OU is a participating institution. Briefly, the research shows that numerous professionals on a campus can make a difference in retention from the good pedagogy of faculty, to successful academic advising, living situations that are not stressful and conducive to studying, engaged student affairs professionals, opportunities for recreation, and non-exploitative athletic programs.

Again, we thank you and your colleagues for the careful and thoughtful reading of our proposal. If you have further questions, please do not hesitate to contact me.

## Appendix R – Response to the Senate Budget Committee

April 5, 2012

Dear Gwen,

Below are the four concerns you mentioned in your previous email and we can address them.

Please respond to the following requests/concerns:

1. Letter of support from Dean Gallien articulating if he is or is not willing to provide financial support if the program experiences financial difficulty in the future.
2. Letter of support from a potential employer of graduates from your program.
3. The budget includes a 36% administration fee - What is the administration fee? Who is being paid? If this is a mistake, please delete it from the budget.
4. The budget narrative and Proforma Budget does not match. Please rewrite the narrative to align with the Proforma Budget.

1. Attached is letter from Dean Gallien indicating his support of the program, both intellectually and financially if needed.

2. Also attached is a letter from Dr. Sally Walker, Vice President of Student Affairs and Dean of Students at Albion College. I contacted Dr. Walker because not long ago she contacted me. She asked if our higher education program had students who were interested in doing a practicum or internship at Albion and/or any graduates who would be interested in applying for job openings at the college. Although the location of Albion probably makes it impractical for our students to have an internship there, she indicates that she is always looking for masters-trained professionals. In addition, the sentiments she expresses are not unique to her institution as many senior higher education administrators are looking for applicants with masters degrees.

In terms of the problems in the proforma budget and budget narratives, we should apologize for not noticing them sooner. We asked the assistant dean for finances in the School of Education and Human Service to prepare the proforma and we received a number of iterations and then failed to correct the budget narrative accordingly. In addition, with your question about the administrative fee we found other errors. With this apology, I can now address your concerns.

3. The administrative fee should not have been included. This is a fee associated with offering programs at off-campus sites and that does not pertain to our students. In addition, we can now state that this version of the proforma budget is correct for all items.

4. I have also attached the pages from our proposal that contain our budget narrative.

All of the above elements will be incorporated in the full proposal which I am happy to forward to you if you would like to see it. However, I thought you might prefer just the pertinent pages.

Thank you and your colleagues for a careful reading of the proposal. Please do not hesitate to call me if you have any further questions. Jana Nidiffer

**Appendix S – Letter of Support from SEHS Dean**

**LETTER OF SUPPORT**

April 4, 2012

Budget Review Committee  
Oakland University Senate

Dear Senate Budget Review Committee Members:

This letter represents my support for the Master of Higher Education Program Proposal through the Educational Leadership Department of the School of Education and Human Services. The Office of the Dean will support the financial commitment to this program should the program have any financial difficulties in the future.

This new Master of Higher Education Program is imperative to the future of the School of Education and Human Services. There has been research completed in the past few years regarding the need and demand of this type of program to be offered here at Oakland University and I believe the program will prove to be successful both financially and academically.

Sincerely,

A handwritten signature in black ink, appearing to read "Louis B. Gallien, Jr.", written in a cursive style.

Louis B. Gallien, Jr.  
Dean

## Appendix T – Letters of Support from Potential Employers of Students

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*Challenging Academics. Christian Community.*



April 5, 2012

Dr. Jane Nidiffer  
Chair, Educational Leadership  
School of Education and Human Services  
Oakland University  
Rochester, Michigan

Dear Dr. Nidiffer:

Through Dr. Sule, I have learned that Oakland University is exploring the addition of a Master's Degree in Higher Education. I have been a visiting presenter in her Administering the College course and have at least one member of Rochester College's current staff pursuing graduate work in education at OU.

I am writing to lend my support to the program you are considering.

As Rochester College continues to grow and hire, we would look very positively on any candidate who has completed the Master's Degree in Higher Education through your department.

Congratulations on the positive strides Oakland University continues to make on so many fronts.

Sincerely,

Rubel Shelly, Ph.D.  
President



April 4, 2012



Jana Nidiffer, Ed.D.  
Associate Professor and Chair  
Co-director, Higher Education Program  
Department of Educational Leadership  
Oakland University  
480B Pawley Hall  
Rochester, MI 48309-4494

Dear Dr. Nidiffer:

This letter is in support of the establishment of the Oakland University Higher Education masters degree program with a specialty in Student Affairs Leadership. As the Vice President for Student Affairs and Dean of Students of Albion College, I have spent almost 15 years trying to recruit and retain young professionals who are qualified and well-trained to work in the Division of Student Affairs. This has proven to be a difficult task. To be successful, these staff members must have a master's degree in higher education with specific knowledge and skill acquisition in the student affairs field. Our attempts to hire entry-level staff without such credentials have resulted in (a) needing to expend significant time to provide on the job education and training or (b) rapid turnover in personnel. I have also learned that the Albion staff who are the best fit and are retained the longest are those who have some roots in Michigan or the greater mid-west.

I have reviewed the curriculum for the Department of Education Leadership proposed masters degree, and I am genuinely excited that this program will graduate students who I could actively recruit to work at Albion. For example, coursework in higher education and specifically, history and educational equity, will mean that Oakland University graduates will understand the context of their work as well as possess the knowledge to assist them to prevent and navigate difficult situations. One example is the ability to understand the perspective of under-represented students at a predominately white College. I would like to be in contact with you if this program is approved as Albion Student Affairs staff will potentially be interested in sponsoring internships for graduate student interns.

It is essential that institutions of higher education in the State of Michigan educate and train the future workforce of this State. The proposed Higher Education Leadership masters degree program is especially important to me as the curriculum offers a unique approach that will result in job candidates who will be qualified to work in a small, private college setting.

Sincerely,

Sally J. Walker, Ed.D.  
Vice President for Student Affairs and  
Dean of Students

SJW/dsc



## **Appendix U – Response to OU Senate**

April 21, 2012

To: Members of the University Senate  
From: Jana Nidiffer, Chair, Department of Educational Leadership  
RE: Proposal for a Master's Degree in Higher Education Leadership

Dear Members of the University Senate,

Below are my responses to the issues raised in the Senate discussion of 4/18/2012.

First, there was a question about what issues were raised earlier in the process by either the Graduate Council or Senate Sub-committees and how they were addressed by us. Please note that all of this information was in various appendices, especially:

**Appendix M** – Letter to Potential Advisory Board Members

**Appendix N** – Comparison of Other Social Justice Programs

**Appendix O** – Report of University Assessment Committee

**Appendix P** – Response to the Graduate Council

**Appendix Q** – Response to the Senate Planning Committee

**Appendix R** – Response to the Senate Budget Committee

**Appendix S** – Letter of Financial Support from SEHS Dean

**Appendix T** – Letters of Support from Potential Employers

Second, the allocation to Kresge Library was thought to be incorporated in our “Supplies” budget. However, our projected revenue – even with a very modest estimate of potential enrollment – easily accommodates the requested \$1000 per year. This is now reflected in the Proforma Budget (Appendix K) and elsewhere in the text as appropriate (pp. 21-24).

Third, although the words cognate, concentration, track, or even major can have similar connotations, all the degree programs in the Department of Education Leadership use the word “cognate” to denote student choices within a program of study. Therefore, our language remains that this proposed masters degree has two cognates, Student Affairs Leadership and Academic Affairs Leadership.

Fourth, we clarified our implicit assumptions about the nature of the learning goals in the Capstone/Internship (ED 587). To do this we added the sentence: “This course combines the learning goals of a Capstone experience – to reflect on the cumulative material learned throughout the program – and the Internship experience – to apply that knowledge in a practice setting” (p. 73). To further clarify our expectations, we have also added the sentence, “The primary method of instruction for the Capstone experience will be written reflection papers and

other assignments designed for students to consider the cumulative impact of all the previous courses in the program” (p. 74).

In addition, we added the phrase (in bold print below) to clarify who may not supervise the internship experience (p. 73).

Internships are completed at the end of coursework and are individually designed by the student in cooperation with the course instructor and a field mentor who is an experienced administrator or faculty member. **The field mentor may not be an instructor of any course the student has taken in the program** nor the student’s immediate supervisor. Internships are undertaken in a setting other than the students’ current employment positions, though they may be completed on the same campus.

Thank you for your input into our proposal and please feel free to contact me if you have other questions. Jana Nidiffer