

Bartow, Jonathan

From: Bartow, Jonathan
Sent: Thursday, May 11, 2017 12:54 PM
To: 'Kathleen.Egan@nysed.gov'
Cc: Lane, Jason; Williams, Kevin J; Program Review (program.review@suny.edu); 'Ortiz, Phillip'
Subject: SUNY Albany-MS in Higher Education (proposed new program + curricular change)
Attachments: MS in HE Course Descriptions - revised.docx

Dear Ms. Egan:

Again, from Professor Jason Lane, Department Chair for the faculty, below and attached, with my endorsement on behalf of the University.

Thank you for this opportunity to clarify and we can understand the point that you raise. The reality is that almost all students who have pursued the higher education track have developed programs of study that are very higher education focused in that all or most of the courses in the support discipline, concentration, and electives that they take are higher education focused. Moreover, the core courses and the capstone course are designed to allow students the opportunity to structure the course assignments to pursue issues and concerns that are focused on higher education issues.

The result is that nearly all of the courses that students pursue are "higher education" courses and faculty advisors are very conscious to construct program plans that are very much focused on preparing students for careers or advanced study in higher education. Moreover, in addition to the MS in Higher Education more accurately representing the curriculum that students pursue, we have learned that not having the stand alone MS in Higher Education puts our students at a disadvantage in the marketplace as it is not immediately clear to employers that our students have the education to prepare them for these jobs.

Let me respond on a few other issues and outline some proposed changes based on your feedback:

- Our department has a fundamental philosophy that the study of education at any level requires students to have a firm grounding in organizational analysis, social analysis, and quantitative analysis. Thus, the "Core" is designated at 600, 601, 614. Each of these courses provide students with a broad understanding of issues across the educational pipeline as we believe that effective educational leaders should not be siloed within their particular educational context. However, each course also allows students to pursue topics that are of particular relevance to their sector.
- In order to ensure that it is clear that students are to focus on higher education issues in the support courses, we have opted to remove EAPS 604, EAPS 605, EAPS 674. Many of the concepts covered in these courses would also be covered in EAPS 656 and EAPS 658.
- Thank you for noting the inclusion of the K12 Law class in the list of support discipline courses. This was an oversight on our part and I have now replaced it with the higher education law course (as was the original intention).
- With the inclusion of the HE Law course, I believe there are now 5 courses in the support discipline that refer to "higher education" in the course titles. However, the other courses that are included are also focused on higher education. Issues of Ethics, Economics, and Philosophy are topics that cut across the educational spectrum and students learn about these support discipline topics within a broad educational context, including higher education.
- While we defer to the expertise of faculty on the composition of the student's program plan, we anticipate that students would take at least one course in the support discipline that includes "higher education" in the title.

- In addition to better focusing the support discipline courses, we will increase the number of HE concentration credits to 12 and decrease the number of elective credits to 6.
- The elective credits are intended to also be higher education specific courses or courses that support students understanding of their particular interests within higher education.
- EAPS 680, the capstone course, is designed to guide the MS in HE student through a capstone project that is specific to higher education.

I hope this helps clarify that when students complete the MS in Higher Education they will have a comprehensive understanding of issues related to higher education and be prepared to effectively pursue careers in higher education.

I have attached an updated list of courses and included the notation of the revised credit distribution.

Thank you for your concerns regarding quality. We appreciate the support.

Jon Bartow

From: Kathleen Egan <Kathleen.Egan@nysed.gov>

Sent: Monday, May 8, 2017 5:12 PM

To: Bartow, Jonathan

Cc: program.review@suny.edu; Ortiz, Phillip

Subject: FW: SUNY Albany-MS in Higher Education (proposed new program + curricular change)

Thank you for this information. Please allow me the opportunity to follow-up on the response.

I am trying to get a better picture of the proposed program's curriculum and its alignment with its proposed title, MS in Higher Education. The proposed free-standing program appears to be identical to the version of the existing MS in Educational Policy and Leadership program with a Higher Education concentration. Given the content of the curriculum, including the concentration, the title is appropriate for the existing version of the program.

The proposed free-standing program has limited higher education content. The core courses (9 credits) required of the proposed program are not specifically focused on higher education; they are the same courses offered to the students of the registered Educational Policy and Leadership program, and perhaps those in other programs. The Social Science Support Courses include only 3 courses that are specific to higher education, and also includes one course that is specific to K-12 education. Since students in the proposed program must choose 6 credits from among those courses, it is possible for a student in the proposed program to choose Support courses that are not specific to higher education.

It is noted that students must choose 9 credits among a list of courses that cover topics within higher education for the Higher Education concentration. This represents only 25% of the proposed curriculum. It is also unclear how or if students will be guided in their choices.

Please provide the rationale for the title of the proposed program given the current title of the existing and identical version of the MS in Educational Policy and Leadership program and the proposed program's limited higher education content.

We ask that the University address the above within 30 business days (Tuesday, June 20, 2017). Responses may be returned to me by email.

The Department will deny registration of the proposed action (pursuant to section 52.1(l) of Commissioner's Regulations) if a satisfactory response is not provided within 30 days. The application will not be retained. If the Department denies registration, the University may submit a new proposal at a later date when it is able to demonstrate compliance with all standards.

Kathleen F. Egan
Associate in Higher Education
New York State Education Department
Office of Higher Education
Office of College & University Evaluation (OCUE)
State Education Building
89 Washington Avenue
Rm. 969 EBA
Albany, NY 12234
(518) 474-1551
Kathleen.Egan@nysed.gov

From: Bartow, Jonathan [<mailto:jbartow@albany.edu>]
Sent: Friday, May 05, 2017 10:02 AM
To: Kathleen Egan <Kathleen.Egan@nysed.gov>
Cc: Lane, Jason <jlane@albany.edu>; Saddler, Bruce T <bsaddler@albany.edu>; Williams, Kevin J <kwilliams@albany.edu>; Program Review (program.review@suny.edu) <program.review@suny.edu>; Ortiz, Phillip <Phillip.Ortiz@suny.edu>
Subject: SUNY Albany-MS in Higher Education (proposed new program + curricular change)

Dear Ms. Egan:

Our faculty have prepared the following response to your inquiry of 5/2/17 (below). I endorse it on behalf of the University and provide it to your attention as requested.

1. Attached is a document that responds to the inquiry regarding courses.
2. To the question regarding scheduling, yes, the program could be completed in three 12-credit semesters and included is a sample schedule indicating how that it could be done.

Thank you very much for the consideration.

Jon Bartow

Jonathan T. Bartow
Vice Dean for Graduate Education

Office of Graduate Studies, UAB 121
<http://www.albany.edu/gradstudies/>
University at Albany, SUNY
Albany, NY 12222
Email: bartow@albany.edu
Phone: 518-437-5062
Fax: 518-442-3922

From: Kathleen Egan [<mailto:Kathleen.Egan@nysed.gov>]
Sent: Tuesday, May 02, 2017 11:02 AM
To: Bartow, Jonathan <jbartow@albany.edu>
Subject: SUNY Albany-MS in Higher Education (proposed new program + curricular change)

An initial review of the above listed proposal has been conducted. Please address the following issues:

- Section 3.2 of the submitted proposal lists limited details about the curricular requirements for the program. Provide a listing of the courses that would meet the requirements in the following categories: Support Discipline, Higher Education and Electives.
- The schedule for the proposed program displays a part-time program. Can this 36-credit program be completed in 2 full-time semesters (15 credits each) plus an extended term (summer or winter), or in 3 12-credit semesters?

We ask that the University address the above within 30 business days (Wednesday, June 14, 2017). Responses may be returned to me by email.

The Department will deny registration of the proposed action (pursuant to section 52.1(l) of Commissioner's Regulations) if a satisfactory response is not provided within 30 days. The application will not be retained. If the Department denies registration, the University may submit a new proposal at a later date when it is able to demonstrate compliance with all standards.

Kathleen F. Egan
Associate in Higher Education
New York State Education Department
Office of Higher Education
Office of College & University Evaluation (OCUE)
State Education Building
89 Washington Avenue, Rm. 969 EBA
Albany, NY 12234
(518) 474-1551
Kathleen.Egan@nysed.gov

Confidentiality Notice

This email including all attachments is confidential and intended solely for the use of the individual or entity to which it is addressed. This communication may contain information that is protected from disclosure under State and/or Federal law. Please notify the sender immediately if you have received this communication in error and delete this email from your system. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

Course Descriptions

Below is a list of courses that can be used for the social science support and the concentration requirements. In addition, the program requires 6 credits of electives that can be selected from any of the below listed courses that are not used to meet other requirements in the program and must be selected in coordination with the academic advisor.

Social Science Support Courses

(6 credits)

EAPS 602 - The Economics of Education (3)

The usefulness of economic analysis in the study of education and educational policy, including methods of economic analysis, determinants of economic and educational success, effects of education on equality, equity, and allocative efficiency, public v. private production of education in a democratic society.

EAPS 606 (EPHL 606) - Ethics and Education (3)

Relationship of ethical theories to education. Consideration given to absolutist and relativist ethical positions; the possibility of teaching people to be ethical, and contemporary theories of social justice.

EAPS 656 - Sociology of Higher Education (3)

Application of the methods and findings of sociology to universities and other institutions of higher education. Emphasis on the social and intellectual consequences of forms of academic organization and the social backgrounds and cultures of students and faculty

EAPS 657 - History of Higher Education (3)

Development of institutions of, practices in, and ideas about higher education from their medieval European origins to contemporary universities and other institutions of higher education in the United States and in comparative perspective.

EAPS 658 - Politics of Higher Education (3)

Political aspects of higher education. Focus on contemporary policy issues. Emphasizes relationships between institutions and external actors, especially governments. Political

relationship with institutions. Concepts from political science are used to investigate who governs, autonomy-accountability balances, public interest, and power distribution.

EAPS 750 - Higher Education Finance (3)

Analysis of higher education in the United States. Investment nature of higher education decisions, the definition and estimation of benefits and costs, and the alternative private and public means of financing.

EAPS 751 – Higher Education and the Law (3)

Impact of laws, regulations, and judicial opinions on institutions of higher education. Legal issues involved in various controversies coextensive with inquiry regarding the educational and policy implications of the legal cases considered.

EPHL 601 - Philosophy of Education (3)

An examination of the methods of philosophy and its application to educational issues. Topics considered include social justice, moral education and theories of learning and knowledge. These topics are examined in the context of historic and contemporary philosophical writings.

Higher Education Concentration Courses

(12 credits)

EAPS 609 - Leadership for Cradle to Career Education Systems (3)

This seminar describes, explains, and evaluates cradle-to-career educational reform. Special emphasis is accorded to leadership for new systems that connect early education programs, K-12 school systems, and postsecondary education, including policy leadership.

EAPS 649 - Administration of Athletics in Higher Education (3)

Introduction to the theory and practice of athletics administration in U.S. higher education. Includes history and current context, regulations, ethical issues, and relationship to academic programs.

EAPS 651 - Administration of Institutions of Higher Education (3)

Analysis of controls in higher education; internal organizational patterns, roles of trustees, administrative personnel, and faculties. The impact of teaching, research, criticism, and sanctions on the differentiation of institutional goals. Prerequisite: consent of department chair.

EAPS 652 - College Student Affairs (3)

An introduction to the roles and functions of student affairs in American higher education, including historical origins, philosophical underpinnings, and current issues facing student affairs administrators.

EAPS 654 - Two-Year College in American Education (3)

Historical and sociological contexts of the two-year college in America; consideration of the purposes, roles, and trends in the development and structure of the two-year college.

EAPS 659 - Assessment and Accountability in Higher Education (3)

An examination of accountability, including accreditation and quality assurance in higher education. Topics include development and use of rankings, assessment methods, program reviews, external accountability and linkages to planning and budgeting.

EAPS 750 - Higher Education Finance (3)

Analysis of higher education in the United States. Investment nature of higher education decisions, the definition and estimation of benefits and costs, and the alternative private and public means of financing. Prerequisite: EAPS 602 or consent of instructor.

EAPS 751 - Higher Education and the Law (3)

Impact of laws, regulations, and judicial opinions on institutions of higher education. Legal issues involved in various controversies coextensive with inquiry regarding the educational and policy implications of the legal cases considered.

EAPS 752 - Research Colloquium on Higher Education (3)

Interdisciplinary research seminar where faculty, graduate students, and visiting scholars share interests in higher education research. A variety of perspectives from academic disciplines (economics, history, political science, sociology, etc.). Seminar attempts to make disciplinary inquiry more useful to the policy-making process in higher education.

EAPS 753 - Seminar on College Student Persistence (3)

The seminar analyses the issues, theoretical models, research and practice on college choice and persistence. It presents case studies to illustrate how theory and research informs institutional practices.

EAPS 757 - Seminar in the Administration of the Community College (3)

Organization and management of the two-year college as a distinct sector of postsecondary education. Topics include administrative concepts and functions such as finance, governance, and management of academic programs. Major field-based project required.