Resolution #10
1996-97

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on: April 7, 1997

RE: 1. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)

For your information

SUBJ: Certificate of Advanced Study in Higher Education Mid-Management

Signed: Anne H. Parasnis Date Sent: 4/10/97
(Faculty Senate President)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
     a. Accepted. Effective Date: [Signature]

     b. Deferred for discussion with the Faculty Senate on [Signature]

     c. Unacceptable for the reasons contained in the attached explanation

II, III.

a. Received and acknowledged

b. Comment:

DISTRIBUTION: Cover sheet only, full resolution available from Faculty Senate office

Distribution Date: 4/10/97 Signed: [Signature]
(President of the College)

Resolution Date: 1996-97-10res.doc
March 4, 1997

To: Academic Senators

From: John P. Murray, Ph.D.

Re: Proposal for Certificate of Advanced Study in Higher Education Mid-Management

Although the following information is contained in the letter of intent or abbreviated proposal required by SUNY Central and the New York State Department of Education, I would like to summarize the salient points for your convenience.

The Department of Educational Administration proposes to offer a Certificate of Advanced Study (CAS) in Higher Education Mid-management in addition to its existing Master of Science in Education: Higher Education Mid-management. The proposed CAS in Higher Education Mid-management will provide individuals wishing to be college or university administrators with the educational preparation needed to assume leadership responsibilities and the technical skills to be effective on the job.

There are several reasons why we believe the proposed CAS is needed in Western New York:

1. Colleges and universities are finding it necessary to employ large numbers of professional personnel in administrative positions. Often these positions require specialized training or leadership skills. The combination of required and elective courses for the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will allow students to gain the skills needed to be successful in their chosen career areas.

2. Many individuals already employed at colleges and universities desire to advance on the job, but lack the requisite advanced degree to obtain an entry-level management position. Colleges and universities usually require a minimum of a master’s degree for entry-level mid-management positions, but prefer even higher educational credentials. However, after earning a master’s degree and obtaining an entry level position, advancement beyond entry level almost always requires educational credentials beyond a master’s degree. Individuals with a CAS would have a considerable competitive edge when seeking employment or advancement.

3. Although there are many private and public colleges in our service area, the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will be the only opportunity other than the University of Rochester’s Doctoral program for advanced study beyond the master’s degree. While the University of Rochester offers a Ph.D. in Higher Education, the tuition and residency requirements make this an impractical option.
for many. Nonetheless, it is expected that many of SUNY Brockport CAS graduates will complete their education at the University of Rochester. The Department of Educational Administration has an articulation agreement with the U of R that provides preferential admission and tuition to qualified graduates of current CAS programs and would cover graduates of the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management once it is approved.

4. The unique weekend delivery format used by SUNY Brockport provides many students, who cannot afford to take an unpaid leave of absence, with access to an advanced degree program.

5. There is a need in the SUNY Brockport service area for the proposed CAS program. As evidence of this, when after a hiatus of several years, SUNY Brockport opened a cycle to students interested in seeking a M.S. in Education: Higher Education Mid-management, 29 students enrolled in the initial class. Although there has been no advertising for the Fall 1997 cycle, already 3 students have matriculated, 4 students have enrolled, and many others have sought admission information and want to enroll as soon as possible.

6. The CAS can be offered without the use of additional resources. The Department of Educational Administration can operate the program with existing faculty and financial resources by means of reallocation.

I wish to thank you for your careful consideration of this proposal.
SUNY LETTER OF INTENT

A. Program Identity

1. Proposed title  Certificate of Advanced Study (CAS) in Higher Education Mid-management

2. Proposed award (certificate or degree): Certificate of Advanced Study (CAS)

3. HEGIS classification and number 0827: Educational Administration

4. Department to offer program: Educational Administration

5. Proposed beginning date: September 1997

B. Planning Factors

1. Explain the relationship of the proposed program to the approved mission of the institution. Please document how the development of this program is related to the campus’ ongoing planning process, including its Middle States reaccreditation reviews, overall campus enrollment planning, and SUNY 2000/Phase II.

The SUNY College at Brockport Department of Educational Administration proposes to offer a Certificate of Advanced Study (CAS) in Higher Education Mid-management to complement its existing Master of Science in Education: Higher Education Mid-management. The proposed CAS Higher Education Mid-management will provide individuals aspiring to be administrators in two- and four-year colleges and universities with the educational preparation needed to assume leadership responsibilities and the technical skills to be effective on the job. Brockport 2000, SUNY Brockport’s strategic plan issued December 5, 1995, calls for continuing the MS in Education: Higher Education Mid-management and developing of the CAS in Higher Education Mid-management as a means of strengthening SUNY Brockport’s prominence as an educational leader...[in order] to sustain our unique niche within SUNY” (p. 5).

2. Identify existing or projected programs on the same campus in the same or related disciplines and the expected impact of the proposed program on them.

SUNY Brockport Department of Educational Administration offers several quality graduate programs. At present, there are two MS programs in Education (Master of Science in Education: Higher Education Mid-management Administration and Master of Science in Education: School Administration) and three CAS programs in Educational Administration (a

However, four of these programs attract students who plan to pursue careers in K-12 educational settings and need New York State Department of Education certification. The proposed CAS Higher Education Mid-management program will not lead to certification. Consequently, the proposed CAS in Higher Education Mid-management is unlikely to draw any students from these existing programs. Students completing the Master of Science in Education: Higher Education Mid-management may elect to continue their education by enrolling in the Certificate of Advanced Study in Educational Administration: Higher Education Mid-management.

3. Identify similar programs at other institutions, public and private, and, where appropriate the potential impact on them.

SUNY Albany, SUNY Buffalo, and Syracuse University offer the master’s and doctorate in higher education. Because SUNY Brockport serves a different geographical region, the proposed CAS Higher Education Mid-management is unlikely to draw any students from these existing programs. Moreover, it is expected that many of those enrolling in the proposed CAS Higher Education Mid-management program will already be employed in higher education but seeking the requisite qualifications for advancement. These individuals are unlikely to be able to travel to any of these institutions. The University of Rochester offers a Ph.D. in higher education. However, the tuition and residency requirements make this an impractical option for many. Nonetheless, it is expected that many SUNY Brockport graduates will complete their education at the University of Rochester. The Department of Educational Administration has an articulation agreement with the U of R that provides preferential admission and tuition to qualified graduates of current CAS programs and would confer graduates of the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management once it is approved.

4. Describe briefly the proposed arrangements for any required external clinical instruction, agency placement, practice teaching, fieldwork, internships, etc., and how these arrangements would impact other institutions using the same facilities, if any.

Students seeking to earn a Certificate of Advanced Study (CAS) in Higher Education Mid-management will be required to complete a three-credit internship. The internship will be restricted to matriculated Certificate of Advanced Study (CAS) in Higher Education Mid-management students. Interns will be required to complete a minimum of 15 hours per week for 15
weeks with a minimum daily requirement of three consecutive hours or 40 hours per week for eight weeks.

With the permission of the program coordinator, candidates for the Certificate of Advanced Study (CAS) in Higher Education Mid-management may have the internship waived and substitute an appropriate three-credit EDA or EDH course.

C. Need

1. Identify the need for the proposed program within the SUNY system in terms of the availability and capacity of similar programs on other SUNY campuses. If there could be a perception of apparent duplication or redundancy, please provide the rationale for adding the program.

Colleges and universities are finding the need to employ ever greater numbers of professional personnel in administrative positions. Moreover, these positions are requiring more and more specialized training. Hence, it is often difficult to fill vacant positions. The combination of required and elective courses for the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will allow students to gain both the basic administrative skills and the specific technical skills needed to be successful in the career area of their choices.

Colleges and universities usually require a minimum of a master’s degree for those assuming mid-management type positions and prefer even higher educational credentials. Individuals with a CAS would have a considerable competitive edge when seeking employment or advancement.

There is a strong interest on the part of the professional employees of the many colleges and universities in the SUNY Brockport service area as well as students seeking career changes and recent baccalaureate graduates. As evidence of this, when after a hiatus of several years, SUNY Brockport opened a cycle to students interested in seeking a M.S. in Education: Higher Education Mid-management, 29 students enrolled in the initial class. Although no date has been set for the next cycle to begin, already two students have matriculated and many others have sought admission information and want to enroll as soon as possible.

The typical student is an individual who is committed to a career in higher education. However, the lack of a graduate degree limits his or her potential for career advancement. The typical student is also financially unable to take a leave of absence from work for the several years it might take to complete an advanced degree. Most see the weekend college delivery format used by the
Department of Educational Administration as an excellent opportunity to earn a graduate degree. If they had the opportunity to complete the proposed CAS in Higher Education Mid-management, it would increase the likelihood that they could pursue a doctorate and meet the typical residency requirements without undue hardship. Without this opportunity, these students would be unable to access a graduate education and their careers would be stymied.

2. Identify the potential need for this program in terms of the economy and/or educational needs of the area in which it is to be located, New York State at large and, particularly for doctoral programs, the nation.

Western New York is the home to at least 41 private and public colleges (See Appendix 1). All find it necessary to employ a number of professional staff. Many of these professionals possess the requisite skills, but lack the needed educational credentials to advance beyond their entry-level positions. The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management would provide these individuals with a means to advance. While it is anticipated that most students will already hold positions at higher education institutions, the proposed CAS in Higher Education Mid-management program may attract professionals not employed in higher education who desire to pursue a career change.

The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will be the only one offered in this part of Western New York, thus, providing access to an educational opportunity previously unavailable to Western New York residents. Moreover, the unique weekend delivery format used by SUNY Brockport provides many students who cannot afford to take an unpaid leave of absence with access to an advanced degree program.

3. Estimate student demand for this program and describe how the extent of this demand was established.

As stated above, there has been a high level of interest expressed in the M.S. in Education: Higher Education Mid-management. After a hiatus of several years, SUNY Brockport opened a cycle to students interested in seeking a M.S. in Education: Higher Education Mid-management; 29 students enrolled in the initial class. Although no date has been set for the next cycle to begin, already two students have matriculated, and many others have sought admission information and want to enroll as soon as possible. Of the 29 students admitted to the first cycle, nearly 50% have indicated that they would pursue a Certificate of Advanced Study (CAS) in Higher Education Mid-management if it were available at SUNY Brockport.
D. Enrollment and Resource Issues

1. Estimate headcount enrollments in the proposed program for the first five years of its operation.

   The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will admit students in cohorts, with a new cycle beginning every 12 to 18 months. Each cycle will admit a maximum of 25 students. Students are expected to take six credits per semester for six semesters. Students entering with a cycle and taking the offered course work in sequence will complete all the requirements for the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management in three academic years.

2. In considering funding requirements for this program, indicate the total cost requirements for this program proposal in its first five years of operation.

   At this time, it is anticipated that no additional resources will be required to operate the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management. Internal reallocations within the Department of Educational Administration of both human and financial resources will be sufficient to operate the program.
Abbreviated Proposal

Rationale

The SUNY College at Brockport Department of Educational Administration proposes to offer a Certificate of Advanced Study (CAS) in Higher Education Mid-management to complement its existing Master of Science in Education: Higher Education Mid-management. The proposed CAS in Higher Education Mid-management will provide individuals wishing to be college or university administrators with the educational preparation needed to assume leadership responsibilities and the technical skills to be effective on the job.

Colleges and universities are finding it necessary to employ large numbers of professional personnel in administrative positions. Often these positions require specialized training and leadership skills. The combination of required and elective courses for the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will allow students to gain both the basic administrative skills and the specific technical skills needed to be successful in the career area of their choice.

Colleges and universities usually require a minimum of a master's degree for entry-level mid-management positions but prefer even higher educational credentials. Moreover, advancement beyond an entry-level position almost always requires educational credentials beyond a master's degree. Individuals with a CAS would have a considerable competitive edge when seeking employment or advancement.

There is a strong interest on the part of the professional employees of the many colleges and universities in the SUNY Brockport service area as well as students seeking career changes and recent baccalaureate graduates. As evidence of this, when after a hiatus of several years, SUNY Brockport opened a cycle to students interested in seeking a M.S. in Education: Higher Education Mid-management, 29 students enrolled in the initial class. Although no date has been set for the next cycle to begin, already two students have matriculated, and many others have sought admission information and want to enroll as soon as possible.

Western New York is the home to many private and public colleges. All find it necessary to employ a number of professional staff. Many of these professionals possess the requisite skills, but lack the needed educational credentials to advance beyond their entry level position. The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management would provide these individuals with a means to career advancement.

The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will be the only one offered in this part of New York, it will therefore provide access to an educational opportunity previously unavailable to Western New York residents. Moreover, the unique weekend delivery format used by SUNY Brockport provides many students, who cannot afford to take an unpaid leave of absence, with access to an advanced degree program.
## Curriculum

The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will provide both the theoretical knowledge and the practical skills needed to be a successful college or university administrator. Because the program is expected to draw many of its students from those who are already employed by a college or an university, emphasis will be placed on practical leadership skills. Consistent with other Educational Administration Department offerings, students will be offered two program options. Students with a master’s degree will complete a 36-credit degree program. Students entering the program without a master’s degree will be able to earn a master’s by incorporating EDH and EDA courses in the master’s program already offered by the department. The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management course of study follows.

### Requirements for Degree Completion

The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management degree requires:

1. An earned master’s degree or the successful completion of the following course work:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 600: Foundations of Educational Administration</td>
<td>6</td>
</tr>
<tr>
<td>EDH 570: Organization &amp; Administration of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 671: Legal Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 673: Finance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 674: The Student in the College Environment</td>
<td>3</td>
</tr>
<tr>
<td>EDH 675: Planning, Evaluation &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>EDH 880: Internship in Higher Education I</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective outside of education</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Successful completion of the following EDA and/or EDH courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDH 772: Human Resource Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 875: Instructional Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 881: Internship in Higher Education II</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective outside education</td>
<td>3</td>
</tr>
<tr>
<td>Research Requirement (EDI 685 or PAD 687)</td>
<td>3</td>
</tr>
<tr>
<td>Approved EDH/EDA Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Course descriptions can be found in Appendix 2.
Successful completion of internship experience—EDH 881

Successful completion of the internship, EDH 881 Internship in Higher Education II (3 credits). To be eligible for the internship, students must be matriculated by the closing date for applications, have an earned master's degree, and have completed all required EDH Program courses.

The internship enables the student to gain direct experience as an administrator under the supervision of a practitioner. Program exit requirements are based on performance measures incorporated in the internship.

Full-time internships are strongly encouraged. However, part-time internships are available. Either experience fulfills the internship requirement, and either experience will be assigned three graduate credits.

For part-time internships, students must devote a minimum of 15 hours per week, 15 weeks per semester. The internship experience must occur in a college or university setting under the guidance of the field supervisor for a minimum of three consecutive hours per day during the field supervisor's normal work day. The remaining required hours may include time spent at evening meetings or on projects done at home.

For full-time internships, students must devote a minimum of 40 hours per week for five work weeks.

The college supervisor will meet individually with the intern at the site a minimum of three times per semester. The student is also required to attend three three-hour internship classes run by the college supervisor: an initial orientation session conducted prior to the beginning of the internship experience and two seminars held during the semester.

While not prohibited, students are discouraged from enrolling in college courses during the internship.
Faculty

Vitae for present faculty are in Appendix 3. It is not anticipated that additional faculty will be required to support the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management.

Sandra Graczyk, Ed.D.
Charles Jenkins, Ed.D.
Sharon Kehoe, J.D.
Judith Luce, Ed.D.
John P. Murray, Ph.D.
Donald Nelson-Nasca, Ed.D.
William C. Rock, Ed.D.
Ann Schneider, Ed.D.

Dr. John P. Murray will coordinate the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management.

There are no anticipated faculty changes in the next five years.

Students

Description of Student Body to be Served

As stated above, it is anticipated that students who pursue the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will be from Western New York and that many will be employed at a college or university. Most students will be seeking to advance their career opportunities. However, the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will attract some students interested in a career change and some recent baccalaureate graduates interested in preparing for a career in higher education. Because of the lack of similar programs in other geographical areas, it is possible that the program will draw some individuals from more distant areas.

The fall 1996 Master of Science in Education: Higher Education Mid-management student cohort is composed of 51.9% females and 29.6% minorities. It is anticipated that these percentages will remain relatively constant; however, the recruitment and admissions process will encourage increased participation by females and minorities.
Admission Procedures and Requirements

To qualify for admissions, the applicant must have an earned bachelor’s degree from an accredited college or university and an undergraduate grade point average of 2.75 or higher during the last two years of study or a graduate average of 3.0 or higher with at least 12 graduate credits.

An application for matriculation in the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management Program can be obtained from the Office of Graduate Admissions or by calling the Department of Educational Administration. An applicant must submit a completed application for admission as a matriculated graduate student including the completed Graduate Information form and official transcripts for all undergraduate and prior graduate work.

Anticipated Financial Support

The proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management will be operated through the existing financial aid structure of SUNY Brockport and the Department of Educational Administration. Therefore, there will be no additional financial aid monies needed. However, students may apply for existing financial aid such as graduate or teaching assistantships. It is anticipated that no new assistantships will be added specifically for the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management program.

Advisement Procedures

Student contact: Students matriculated in the EDH Program will be assigned for advisement to the EDH Program coordinator, who will meet individually with the student upon acceptance into the program to discuss career goals, academic plans, and field experiences. A course of study containing the above prescribed courses will be arranged upon the student and the advisor in conformance with College and department graduate policies. When a course of study has been approved, it constitutes a binding agreement between the student and the department. If necessary or desirable, however, changes may be made in the course of study by mutual agreement.

Student Evaluation: Students will be evaluated formally through completion of course requirements and informally through meetings and discussions with faculty and the EDH Program coordinator.

Transfer of Credits: The department believes that students should undertake and complete a course of study that is uniform in instructional philosophy and comprehensive in nature. A fragmented professional preparation program minimizes opportunities for quality control for the Department and can lead to voids in the development of essential skill areas for the students.
Therefore, the Department of Educational Administration has adopted the following policy, effective January 11, 1996:

1. Twenty-four credits from a master's degree are applied toward a Certificate of Advanced Study (CAS) for non-EDA\EDH courses. There is no age limit on these transfer courses.

2. Courses transferred in as part of an uncompleted degree may be used for non-EDA\EDH electives. There is normally a five-year age limit on these transfer courses; however, individual courses older than five years may be accepted for non-EDA\EDH elective credit if, in the opinion of the advisor, the course material is still valid.

3. Courses in educational administration (not to exceed 6 credits transferred in from another institution prior to enrolling in EDA 600 Foundations of Educational Leadership) can be substituted for required or elective EDA courses only after consultation with and approval from a Brockport EDH professor in that content area. There is a five-year age limit on these transfer courses.

4. At least 30 credits of work toward the CAS should be completed at SUNY Brockport.

Employment Advisement

The Certificate of Advanced Study (CAS) in Higher Education Mid-management program, its coordinator, and the SUNY Brockport Office of Career Services will assist graduates in finding employment by informing them of career opportunities at the local, state, and national level.

Resources and Support Programs

Because the proposed Certificate of Advanced Study (CAS) in Higher Education Mid-management is a restructuring of existing courses and resources, no additional financial or personnel resources will be needed.

Library holdings and acquisitions. Because the EDH Program will focus on increased specialization of a sub-population of educational administration students, the general research materials available to students in the already established educational administration program will be available for use by students in the EDH program as well.
Moreover, significant amounts of library materials are being purchased from Educational Administration department funds. Many of those acquisitions have been in the area of higher education in anticipation of the EDH Program.

Research and laboratory facilities. Any research requirements for students can be met through current library resources. Laboratory facilities and equipment will not be needed.

Technical and secretarial services. No additional technical or secretarial services will be required for students or faculty.

Office, classroom, and study space. No additional office space will be needed for students or faculty.

The EDH Program will be an offering within the Educational Administration Department to a specialized sub-population. This means that the number of courses offered per semester by the department will not increase, but rather, a small number of them will become more specialized.

Therefore, there will be no change to existing campus space used by the department. Furthermore, many of the educational administration courses, including courses in the future EDH Program, have been and will be taught off-campus at sites secured by Adult and Continuing Education.

Other than personal service. No additional resources are requested for supplies and expense, equipment, or contractual expenditures.

Library. It is not anticipated that any additional costs will be incurred for library acquisitions or staff. New library acquisitions will be within the department's current library budget.

Student Services. No student services are being requested.

Research. No special state, federal, or external research funds to support the EDH Program are anticipated or requested.

Extension and Public Service. No special funds are requested for extension or public service activities.

Student aid. No funding is being requested for student aid in the form of teaching assistantships, graduate assistants, or student fellowship.

Additional program costs. None.

Anticipated student/faculty ratio specific to the program. It is anticipated that the student/faculty ratio specific to the program will be 25/1.
Monitoring and Maintenance of Program Quality

**Regular Program Review.** Courses in the EDH Program will be evaluated using the institutionally-approved Instructional Assessment Form. Review of the entire program will be ongoing by the EDH coordinator and faculty, and will be aided by periodic surveys of EDH graduates to determine effectiveness and relevance of program offerings.

Special Accreditation Sought. No special accreditation is required nor will be sought.
COLLEGES AND UNIVERSITIES OF WESTERN NEW YORK

Alfred University
Bryant & Stratton
Business Institute Buffalo
Business Institute Rochester
Canisius College
Cornell University
D'Youville College
Daemen College
Elmira College
Hilbert College
Hobart and William Smith
Houghton College
Ithaca
Jamestown Business College
Keuka College
Le Moyne College
Medaille College
Nazareth College of Rochester
Niagara University
Roberts Wesleyan College
Rochester Business Institute
Rochester Institute of Technology
St John Fisher College
Saint John's University
State University of New York
College at Brockport
College at Genesco
College of Technology at Alfred
Corning Community College
Finger Lakes Community College
Jamestown Community College
Niagara County Community College
Trocaire College
University of Rochester
Villa Maria College of Buffalo
Wells College

College at Buffalo
College at Oswego
Cayuga County Community College
Erie Community College
Genesee Community College
Monroe Community College
Onondaga Community College
COURSE DESCRIPTIONS FOR REQUIRED COURSES

EDA 600: Foundations of Educational Leadership (6 credits)

Provides an introduction to school and college administration, including organizational dynamics and managerial skills of communication, decision making, leadership, planning and small group dynamics.

EDH 670: Organization and Administration of Higher Education (3 credits)

Examines the American system of higher education: its historical basis and evolution, its purposes and characteristics, and current and future challenges presented by societal trends. Explores the impact of organizational structure on colleges and discusses the role of administration in addressing system challenges.

EDH 671: Legal Issues in Higher Education (3 credits)

Studies legal issues impacting the administration of higher education including but not limited to discrimination, sexual harassment, affirmative action, discipline and dismissal procedures, tortious acts, collective bargaining contracts, academic freedom, and constitutional rights protected under the 1st, 4th, 5th, and 14th Amendments to the U.S. Constitution.

ED 673: Finance in Higher Education (3 credits)

Analyzes the roles of government, boards of trustees, administrators, faculty and students in the financial control of colleges and universities. Includes a survey of the budget function, collective negotiations, accounting systems, budget management and construction, and long-term capital and financial planning.

EDH 674: The Student in the College Environment (3 credits)

Analyzes students in higher education: their perceptions, attitudes, and achievements and the impact of the college experience upon them.

EDH 675: Planning, Evaluation, and Research (3 credits)

Explores research methods used in institutions of higher education. Examines techniques of data collection and analysis of organization subsystems and environments and their use in management and planning.
EDH 772: Human Resource Management in Higher Education (3 credits)

Provides an overview of human resource management in the higher education setting, including resource planning, staff recruitment and selection, staff development and evaluation, collective negotiations, and compensation.

EDH 875: Instructional Issues in Higher Education (3 credits)

This course provides a study of the research on effective college teaching with an emphasis on teaching styles and learning styles. This course also provides a study of the factors and influences which have affected instructional design in higher education.

EDH 880: Internship in Higher Education I (3 credits)

A field experience in a higher education setting to develop further administrative competencies. A department member, in cooperation with an appropriate college/university administrator, supervises the student during this experience. Requires that student attend seminars, conferences, submit a written critique and evidence of successful completion of the internship requirements.

EDH 881: Internship in Higher Education II (3 credits)

A continuation of the field experience in a higher education setting to develop further administrative competencies. A department member, in cooperation with an appropriate college/university administrator, supervises the student during this experience. Requires that student attend seminars, conferences, submit a written critique and evidence of successful completion of the internship requirements.
COURSE DESCRIPTIONS FOR ELECTIVE COURSES

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

EDH 690: Selected Topics in Higher Education (3 credits)
Examines selected major issues or problems in higher education. Topics vary from year to year.

EDH 699: Independent Study in Higher Education (1-6 credits)
Considered an enlargement of graduate program, and permits students to pursue in greater depth topics studied previously in graduate level, conventional courses. Designed individually through consultation between the student and instructor to suit the needs and interests of the student and the special competence of the instructor. Additional requirements may be imposed by the Department.

EDA 610: Institute in Educational Administration and Supervision (3 credits)
Seminar for practicing administrators and students matriculated in the Department of Educational Administration. Covers current issues and practices in the field of educational administration and supervision. Topics are research and discussed in small seminar sessions by the participants.

EDA 675: Microcomputers for School Administrators (3 credits)
Familiarizes students with technical concepts, vocabulary, and operation of microcomputer systems, with specific emphasis on DOS. Enables students to understand, design, and manage database, spreadsheet, graphing, and desk top publishing applications of Lotus 1-2-3 and design files and procedures to use these applications to analyze administrative needs and problems and to perform tasks to maximize efficiency and effectiveness.
EDA 678: Clinical Supervision (3 credits)

For those preparing for principal, supervisor, team leader, coordinator or head of department in public or private schools. Provides for school supervision, including observation and conferencing skills, induction and professional growth of personnel, and performance appraisal.

EDA 716: Strategic Planning (3 credits)

Recognizes mission statements and long-term goals as critical attributes of successful schools. Considers schools as open systems which must effectively interact with a variety of environmental inputs to create viable long-term goals. Examines three major strategic planning guides and prepares students to serve as strategic planning facilitators in their own districts.

EDA 873: Readings in Educational Administration (3 credits)

Under guidance of staff member, requires students to outline a program of reading on some administrative topic or problem to confer with instructor periodically, and to prepare a comprehensive critical report of findings.

EDH 680: Administration of Adult and Community Education (3 credits)

This course examines the origin and development of continuing education programs, the current methods and procedures in the management of adults education programs, and the design of curricula and instruction for adults.

EDH 681: Qualitative Research Methods (3 credits)

This course examines the origin and use of qualitative methods in educational settings by providing a theoretical foundation for the use of qualitative techniques, an examination of qualitative techniques, an understanding of issues surrounding the validity, reliability, and generalizability of qualitative research.

EDH 682: Curriculum and Teaching Issues in Higher Education (3 credits)

This course will examine the factors and influences which have affected the development of curriculum in higher education. Procedures for designing, implementing, and evaluating curricula at the college level will be examined. In addition, issues of the role of general education in higher education, the role of career or occupational education in higher education, and the assessment of effective instructional delivery will be examined.

The content of these courses is applicable to higher education, and instructors will modify the examples and assignments for EDH students.