

Master of Science in Higher Education Student Affairs
A New Program Proposal for the Consideration of the
Nazareth College Curriculum Committee

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Endorsements

Signatures on this page indicate informed concurrence regarding the impact described herein of the proposed program on respective programs or departments, as well as support for the proposal, itself.

Dean of the College of Arts & Sciences	Date
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Dean of the School of Management	Date
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Dean of the School of Education	Date
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Chair of the Department of Psychology	Date
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Vice President for Student Development	Date
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Director of the Library	Date
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Director of Information Technology Services	Date
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2 Rationale for the Proposal

According to projections of the U. S. Department of Education, the national trend in available high school graduates has changed, from an historic 27% increase during the period 1993-1994 to 2005-2006 to a much flatter national increase of 9-11% during the period 2005-2006 to 2018-2019. In New York State, however, the change during that same period of time is projected as a *decrease* of 11.5%.

<http://nces.ed.gov/programs/projections/projections2018/sec3c.asp>. This means that a national trend characterized by increasing competition among institutions of higher education for high school graduates will be particularly intense in New York State.

Clearly, multiple strategies must be considered for Nazareth College, including but not limited to (a) offering new opportunities to attract new and different students, and (b) maximizing the efficacious use of existing resources. The Masters in Higher Education/Student Affairs Administration utilizes existing graduate-level courses for one of its core courses and for *all* of its proposed electives, which simultaneously bolsters existing graduate course enrollment in multiple schools, and minimizes expensive development of new courses.

The proposed structure reflects the academic value of transdisciplinarity as well as fiscal conservation by utilizing (and appealing to) representatives from the Arts & Sciences, and all three professional schools. Just as Nazareth's mission recognizes the student as much more than merely an academic entity, so the proposed course and program structures reflect a deliberate integration of disciplines, perspectives, and sociocultural influences that confront college/university students and the persons responsible for facilitating their safety and development.

Finally, the Rochester region currently has no program with a similar constellation of characteristics. While somewhat similar programs are offered in the Buffalo, NY region, those are primarily clinical or administrative, and none of them offer our proposed level of transdisciplinarity and degree flexibility.

3 Mission

A strength at Nazareth College is our deliberate attention to much more than the academic domains of a student's life. The mission of Nazareth College includes the following aspirations:

"...fostering commitment to a life informed by intellectual, ethical, spiritual, and aesthetic values; to develop skills necessary for the pursuit of meaningful careers; and to inspire dedication to the ideal of service to their communities. Nazareth seeks students who want to make a difference in their own world and the world around them...."

The College Mission thus provides a highly consonant umbrella for a master's program that prepares students to support, guide, mentor, and educate college students in academic, residential and co-curricular settings. This proposal in turn satisfies CAS criteria (2009, p. 305): "*The mission of professional preparation programs shall be to prepare persons through graduate education for professional positions in student affairs in schools, colleges, and universities.*"

The proposed focus integrates a longitudinal view of student development and preparation for the future with a sociocultural approach to social and historical influences on the world that students bring with them, as well as the world that they will influence in turn. Not only may this program enhance Nazareth's commitment to its own mission, but it also promises to enlarge the scope of Nazareth's influence and image when program graduates are themselves engaged in student development at other schools.

4 Program Objectives

All program objectives should contribute to the program mission, while reflecting pertinent elements of Nazareth College's mission, and while meeting the varying needs and goals of individual graduate students.

- Demonstrate adherence to the standards of accrediting bodies. ACPA is the American College Personnel Association, and CAS is the Council for the Advancement of Standards.
- Prepare students to serve as effective staff and administrators in Student Affairs, with combined strengths in collaborative management, fiscal organization, and student life in a higher education setting.
- Provide students with a choice of elective course experiences, allowing them thus to emphasize (a) direct involvement with students, (b) administration and supervision, or (c) a combination of those two foci.
- Investigate the importance of various contexts on students' academic and co-curricular experience, including but not limited to: Developmental, economic, ethnic, gender, religious, sexual preference, and historical influences that affect college and university experience.
- Emphasize an empirical approach to organizational assessment, research, communication and intervention.
- Provide internship/practicum opportunities to apply and integrate academic with experiential, practical learning.
- Assess learning and integration via a capstone project incorporated into the Assessment and Research Core Course
- Model and guide a consistent and enduring consideration of the student as both product and agent in a complex and changing world.

5 Proposed Curriculum

ACPA standards require at least a two-year (or equivalent) program. The proposed program requires 36 semester credit hours (sch), of which 18 are devoted to core courses, 6 to practica, and 12 to electives.

Of the 6 core courses, 5 require development, and 1 is currently taught in the School of Management, and would be cross-listed. All elective courses are currently taught in existing graduate programs. The two practica would ideally occur in very different settings, and would involve cooperation with other higher education institutions.

According to the CAS curriculum standards (2009, p. 306) “The curriculum described above represents areas of study and should not be interpreted as course titles.” The proposed program will exercise the freedom to design disciplinarily integrated courses that consider their subjects as embedded in complex and dynamic spheres of mutual influence. Put another way, the program will be designed for maximum efficiency, in order to operate consistently with its own focal perspective and message: Individual students represent both products and agents of a complex, changing world that demands a similarly complex frame of reference.

The programmatic focus integrates a comprehensive, developmental appreciation of students with a sociocultural approach to the world that they bring with them, as well as the world for which they are preparing.

The proposed program structure thus reflects the superordinate theoretical focus: A transdisciplinary curriculum designed to present a transactional model of student learning and development. The curriculum as a whole, and many of the individual core and elective courses exhibit a dynamic integration of numerous disciplines and perspectives brought to bear on the student experience, including but not limited to: management, psychology, education, social work, and the humanities.

6 List of Program Requirements

Course Prefix	Course Title	New (N) or Existing (E)	Prerequisites	Primary Department *
SAA1/SPF	Introduction to Higher Education	N		SPF
SAA2	Student Development in Sociocultural Context	N		Psychology
SAA3	Student Development in College	N		Psychology
SAA4	Human Resource Management	E		SOM
SAA5	Student Affairs Organization	N		Credentialed Student Affairs Professional
SAA6	Assessment and Research: Capstone Experience	N	1 Semester Statistics	Psychology
SAA7	Internship/Practicum 1 Nazareth-based	N		Supervised by credentialed Student Affairs Professional
SAA8	Internship/Practicum 2 Alternative site	N		Supervised by credentialed Student Affairs Professional

* Department or office that will design and provide instructor for the course.

Electives (12 sch)

Cluster 1: The Whole Student

LST 501 Being Human
 LST 502 Knowledge & Culture
 LST 503 Values and Action
 LST 515 The Mind in Context: Learning, Schooling and Culture
 LST 542 Religion, Spirituality & Health in the 21st Century
 SWK 506 Human Behavior & Social Environment I
 SWK 507 Human Behavior & Social Environment II
 SWK 524 Social Work Practice and Cultural Diversity

Cluster 2: Management & Organization

HRM 535 Organizational Development & Change
 MGT 560 Management Behavior & Team Dynamics
 MGT TBA Accounting & Finance for Not-for-Profit Organizations
 MGT 505 Quality Management
 MGT 529 Organizational Psychology
 MGT 531 Leadership and Management
 SAA TBA Enrollment Management

7 Semester Chart of the Course Sequence

Version One

	Fall	Spring
Year 1	SAA1. Introduction to Higher Education SAA2. Student Development in Sociocultural Context Elective 1 9 sch	SAA3. Student Development in College SAA5. Student Affairs Organization SAA7. Internship/Practicum 1 9 sch
Year 2	SAA4. Human Resource Management SAA8. Internship /Practicum 2 Elective 2 9 sch	SAA6. Research and Assessment: Capstone Elective 3 Elective 4 9 sch

Version Two

	Fall	Spring
Year 1	SAA1. Introduction to Higher Education SAA2. Student Development in Sociocultural Context Elective 1 9 sch	SAA3. Student Development in College SAA5. Student Affairs Organization Elective 2 9 sch
Year 2	SAA4. Human Resource Management SAA7. Internship /Practicum 1 Elective 3 9 sch	SAA6. Research and Assessment: Capstone SAA8. Internship/Practicum 2 Elective 4 9 sch

8 Admissions Requirements

Describe any admissions procedures and requirements for this program that are above and beyond the general college admissions requirements?

None

9 Transfer Student Impact (UG only)

None

10 Assessment

Program Assessment

Formative and early program assessment will depend on

- Demonstrated programmatic structure and content conformity to CAS standards.
- Submission of program applications to approval processes within the Nazareth Community, and to the State Department of Education.
- Consultation with representatives of existing Student Affairs programs.
- Formation of a Student Affairs Administration Advisory Committee with responsibilities including ongoing program assessment.
- Feedback channels among faculty, students, department chairs, practicum supervisors, employers, and the Advisory Committee.

Later and on-going assessment practices will also include:

- Review of individual- and cohort-level student learning outcomes.
- Retention and graduation rates.
- Data from employers and practicum supervisors.
- Employment rates and program evaluations among graduates
- Individual- and aggregate student score distributions on exams, written assignments, and practicum performance indices.
- Students' evaluations of courses and program
- Formal accreditation reviews by the Council for the Advancement of Standards in Higher Education (CAS).
- On-going analysis of assessment measures in order to reach and sustain high levels of agreement and validity among assessment indices.

Student Learning Outcomes

Part 1 Foundational Studies

- Students can accurately reference historical and current documents that state the philosophical foundations of the profession and to communicate their relevance to current student affairs practice. PHILOSOPHY
- Students must also articulate the inherent values of the profession that are stipulated in these documents in a manner that indicates how these values guide practice. VALUES
- Students must demonstrate knowledge of, and be able to apply a code of ethics or ethical principles sanctioned by a professional organization that provides ethical guidance for their work. PROFESSIONAL ETHICS

Part 2 Professional Studies

2a Student Development Theory

Graduates must demonstrate the ability to use appropriate developmental theory to understand, support, and advocate for student learning and development by assessing learning and developmental needs and creating learning and developmental opportunities. STUDENT DEVELOPMENT

2b Student characteristics and effects of college on students:

Students must be able to demonstrate knowledge of how student learning opportunities are influenced by student characteristics and by collegiate environments so that graduates can design and evaluate learning experiences for students. COLLEGE EXPERIENCE

2c Individual & Group Interventions

Graduates will demonstrate knowledge and skills to design and evaluate effective educational interventions for individuals & groups. Identify and appropriately refer persons who need additional resources. INTERVENTION

2d Organization and administration of Student Affairs

Students must identify and apply leadership, organizational and management practices that assist institutions in accomplishing their mission. MANAGEMENT

2e Assessment, Evaluation & Research

Students will critique a sound study or evaluation and be able to design, conduct, and report on a sound research study or program evaluation, grounded in appropriate literature. PROGRAM EVALUATION

Students will demonstrate familiarity with research ethics and legal implications of research, including the necessity of adhering to a human subjects review. RESEARCH ETHICS

Part 3 Integration and Transaction

Students will concurrently apply multiple perspectives (e.g., developmental, organizational, fiscal) and associated skills to resolve typical student affairs challenges, and will also articulate how a given problem is appreciated from various perspectives. INTEGRATION

Students will construct and explain a frame of reference for describing, explaining and resolving selected typical student affairs challenges that includes the interaction of both causal and interacting outcome variables, as well as the interaction of both organismic and sociocultural variables. TRANSACTION

Tentative Assessment Grid

Student Learning Outcome	SAA Course Number							
	1	2	3	4	5	6	7*	8*
PHILOSOPHY	X				B	B		
VALUES	X		B		X	B		
PROFESSIONAL ETHICS				X	X	B		
STUDENT DEVELOPMENT		X	X			B		
COLLEGE EXPERIENCE			X		B	B		
INTERVENTION		X	X	B	X	X		
MANAGEMENT				X	X			
PROGRAM EVALUATION				X	B	X		
RESEARCH ETHICS						X		
INTEGRATION		B	B		X	X	X	X
TRANSACTION		X	X			X		

Notes: 1) an "X" indicates that assessment of a learning outcome is fundamental to that course. (2) A "B" indicates that assessment of a learning outcome is expected to occur in that course. (3) * Assessment and content of practica will depend upon individual placement and order in which practica are completed.

11 Market Analysis

Target Audience

The Master's in Higher Education/Student Affairs Administration is designed to serve the training and educational needs of students who have earned a BA or a BS, and who aspire to positions coordinating, designing, or delivering services for students in higher education. Such services include, but are not limited to: residential life, enrollment, admissions, financial aid, career services, service learning, advisement, and student activities.

Competing Programs

CAS does not publish a list of accredited programs, but ACPA does. In New York State, those listed programs are:

Institution	Degree	Miles from Nazareth College
Canisius	Master's	78
College of Saint Rose	Master's	218
NYU	Doctoral, Master's	308
SUNY at Buffalo	Master's	74
SUNY at Oswego	Master's	104
Syracuse University	Doctoral, Master's	83

In addition, (but not listed by ACPA :

Baruch (CUNY)	Master's	311
Columbia University	Doctorate, Master's	309
SUNY Albany	MS & Ph.D.	215
SUNY Plattsburgh	Master's	305
Buffalo State/SUNY	Master's	77
U of R Warner School	Master's	8

The University of Rochester provides the single Rochester-area program that is remotely similar to the proposed program at Nazareth College, though it is not an interdisciplinary program, focuses on educational administration, requires only one practicum, and lives in an institution whose size, focus, mission, and cost render it quite distinct from those of Nazareth College.

The two most similar programs appear to be at Canisius (A Jesuit institution) and Saint Rose, and it is expected that interested students in our area would be more attracted to Nazareth, while those in the Buffalo area would most likely attend Canisius. The same is likely to be true of the College of Saint Rose. However, of the three programs, Nazareth is the only one to require 2 practicum experiences and thus to pass that CAS requirement.

The Canisius program website presents 30 current student profiles, 5 of which list the Rochester area as hometowns, and 13 of which list the Buffalo area.

Unique characteristics of this program

The single characteristic distinguishing this program from *all others* is the superordinate focus on the transactional model of student development that serves to integrate the various perspectives and disciplines that contribute to the program. Aside from that, no other New York State program offers our *combination* of small size, transdisciplinary core model, interdisciplinary elective choice, student focus, Rochester location, and independent, private college.

Projected Number of Students

We expect to recruit between 8 and 10 students for the first year of the program, 10 to 12 for the second year, and 12 to 15 for the third year and thereafter.

Demand

Reporting conventions make it difficult to obtain a direct estimate of job changes in the specific area of Student Personnel. Some indirect evidence from the Bureau of Labor Statistics http://www.bls.gov/oco/oco2001.htm#projections_data regarding the related category of Education Administrators suggests modest, average growth:

“Education administrators held about 445,400 jobs in 2008. Of these, about 58,900 were held by preschool or child care administrators, about 230,600 by elementary or secondary school administrators, and 124,600 (28%, *italics added*) by postsecondary administrators. The great majority—more than 81 percent—worked in public or private educational institutions. Most of the remainder worked in child day care centers.

Employment is projected to grow about as fast as the average for all occupations. Job opportunities should be excellent due to a large number of expected retirements and fewer applicants for some positions.

Employment change. Employment of education administrators is expected to grow by about 8 percent between 2008 and 2018, which is about as fast as the average for all occupations. Expected growth is primarily the result of growth in enrollments of school-aged children.

The number of students at the postsecondary level is projected to grow more rapidly than other student populations. Many of these schools cater to working adults who might not ordinarily participate in postsecondary education. Such schools allow students to earn a degree, receive job-specific training, or update their skills in a convenient manner, such as through part-time programs or distance learning. As the number of these schools continues to grow, more administrators will be needed to oversee them.

..... Opportunities may vary by region of the country. Enrollments are expected to increase the fastest in the West and South, where the population is growing faster, and to decline or remain stable in the Northeast and the Midwest”

The same report estimates Higher Education Administration jobs in the Postsecondary category to grow by about 2%, about the same as the national average.

A snapshot <http://www.higheredjobs.com/admin/search.cfm?JobCat=40> of related jobs available nationally and in NYS in July, 2010:

<u>Category</u>	<u>Available Jobs</u>
Student Affairs & Svcs (USA)	439
Student Affairs & Svcs (NY)	41 (9% of USA jobs available)
Admissions & Enrollment (USA)	540
Admissions & Enrollment (NY)	43 (8% of USA jobs available)
Career Counseling & Placement (USA)	180
Career Counseling & Placement (NY)	23 (13% of USA jobs available)
Residence Life & Housing (USA)	178
Residence Life & Housing (NY)	19 (10.6% of USA jobs available)
Other Admin Positions (USA)	371
Other Admin Positions (NY)	28 (7.5% of USA jobs available)

According to ACT's Discover career information service <http://www.act.org/aboutact/index.html>, the "Student Services Specialist" constitutes a "large" national category (between 150,000 and 999,999 jobs) and is expected to grow at about 2%.

Anecdotal Impressions from Nazareth Administrators

Jane Kelly, Director of Student Affairs & Shultz Center reports that she has written several letters of recommendation each year for the past 20 years for Nazareth graduates interested in a program like the one proposed here. In the absence of a program at Nazareth, those students have been studying instead at programs at Canisius, Buffalo State, Syracuse, St. Rose, as well as programs in neighboring states. Many of those students, expressed interest in remaining at Nazareth College, but were disappointed that the right program was not offered here.

Tom Darin, Nazareth's Vice President of Enrollment Management, has suggested in a personal communication that several of his own staff would enroll in a program such as the one proposed.

These impressions and experiences, combined with the national and regional projections, suggest that a Master's in Higher Education/Student Affairs Administration in the Rochester region would attract graduate students both from within and without the community of Nazareth alumni.

Outcomes for Graduates

As described above, colleges and universities across the nation, and especially in New York State, must confront the prospect of a decreasing number of high school graduates and thus an increase in the competition for students. Residential institutions especially will turn their attentions to enhancing, and marketing the benefits of the whole college experience – not just the academic aspects, but also the social, spiritual and experiential growth that occurs in a challenging, yet somewhat protected and structured setting. Student Affairs professionals will necessarily play important roles in this process, whether in New York State, or farther afield.

Graduates of the Master's in Higher Education/Student Affairs Administration will be able to focus on the needs of students while competently assessing, supporting, managing, and communicating those needs to colleagues. Graduates will be prepared to serve any institution of higher education as directors or service providers including but not limited to the following areas: Residential Life, Enrollment, Admissions, Advisement, Career Services, Financial Aid, Student Activities, Civic Engagement, and First Year Experience.

12 Collaboration

Programs primarily responsible for development and/or teaching each of the 6 core courses are listed in the Table in Section 6. According to the plan, Psychology faculty will design and teach 3 of the 6 core content courses: both Student Psychological Development courses, and the Assessment and Research capstone. The School of Management already offers Human Resource Management, and they have agreed to accommodate the addition of our enrolled students to their classes. Introduction to Higher Education shall be designed and taught primarily by faculty from the Social and Psychological Foundations of Education (SPF), and a credentialed staff member from the Student Affairs environment will develop and teach the course in Student Affairs Organization.

13 Proposed Budget

It is estimated that the program will offer 4 core courses per year, in addition to electives and internships which will not involve course development or course reductions. Therefore, annual faculty-related expenses are related to two 1-semester course reassignments for the program director, and to four 1-semester reassignments for the remaining courses. In fact, this is probably a conservative estimate, as the Human Resource Management course will already be offered, while it is remotely possible that our students will constitute a reason to add a section of that course.

Given the transdisciplinary nature of the program, and given that all disciplines represented currently exist on campus, the startup and ongoing additional costs of this program are minimal. One journal in particular, *The Journal of Student Affairs Research & Practice*, is needed, along with a few fundamental monographs and books, while others are currently available at the Library. Other necessary statistical software (SPSS and Excel) and higher education databases also are currently available.

Recruitment goals are to enroll between 8 & 10 students the first year, between 10 & 12 the second, and 12 to 15 for the third year and thereafter. In addition to tuition (\$800.00 per credit, or 2400.00 per course) our students will also be selecting their electives from among graduate courses already being offered in different programs, as well as performing useful and otherwise expensive services in the context of their internships.

We see no reason to expect current Nazareth graduate students to transfer to this new program.

Other considerations include the probability of part-time enrolled students, the possibilities of designing on-line or hybrid courses, and the likelihood of night and weekend courses. As well, several current Nazareth College staff are likely to be interested in this degree, and we will want to accommodate their needs while ensuring the fiscal viability of the program.

Please see the Cost/Benefit Table on the following page.

Estimated Cost/Benefit Table

		Initial Expenses	
One-time	Release Time/Summer Stipends	Five courses to be developed $5(2,000) =$	10,000
		Ongoing Annual Expenses	
1	Program Director Reassignment	1 Course Reduction each semester: $2(2800) =$	5600
4	Instructor reassignments	$4(2800) =$	11,200
1	Journal	Journal of Student Affairs Research & Practice	151.00
	800.00 p sch	Projected Enrollment & Tuition	Tuition Range
Year 1	8-10 students	$8(4)$ courses = 96 sch $96(800.00) = 76,800$ or $10(4)$ courses = 120 sch $120(800.00) = 96,000$	76,800 – 96,000
Year 2	10-12 students	$10(4)$ courses = 120 sch $120(800.00) = 96,000$ or $12(4)$ courses = 144 sch $144(800.00) = 115,200$	96,000 – 115,200
Year 3	12-15 students	$12(4)$ courses = 144 sch $144(800.00) = 115,200$ or $15(4)$ courses = 180 sch $180(800) = 144,000$	115,200 – 144,000
		Total first year plus start-up	26,951
		Conservative tuition estimate year 1	76,800
		Benefit after first year	49,849

14 Accreditation

Two accrediting bodies currently exist, CAS and ACPA. Since other programs on campus adhere to CAS standards, that is the most likely entity for our purposes, but the program conforms to both, as the table below suggests.

Proposed Student Affairs Administration Sample 2-Year Schedule

Sample 2-year Schedule	CAS Standards (Proposal response in parentheses)	ACPA Standards (response in parentheses)
<p>Year One Fall(9 sch)</p> <p>SAA1. Introduction to Higher Education SAA2. Student Development in Sociocultural Elective 1</p> <p>Year One Spring (9sch)</p> <p>SAA3. Student Development in College SAA5. Student Affairs Organization SAA7. Internship/Practicum 1</p> <p>Year Two Fall (9sch)</p> <p>SAA4. Human Resource Management SAA8. Internship /Practicum 2 Elective 2</p> <p>Year Two Spring (9sch)</p> <p>SAA6. Research and Assessment: Capstone Elective 3 Elective 4</p>	<p>1. Foundational Studies</p> <p>a. Historical & philosophical foundations of higher education & student affairs (SAA1) (SAA5)</p> <p>2. Professional Studies</p> <p>a. Student Development Theory (SAA2, SAA3)</p> <p>b. Student Characteristics and effects of college on students (SAA2, SAA3)</p> <p>c. Individual & group interventions (SAA2, SAA3, SAA4)</p> <p>d. Organization & administration of student affairs (SAA5)</p> <p>e. Assessment, evaluation & research (SAA6)</p> <p>3. Supervised Internship/Practicum (2 experiences) (SAA7, SAA8)</p>	<p>1) Does the program have at least one full-time faculty member to provide leadership for the program? (Yes.)</p> <p>2) Does the program have at least four content courses about student services/affairs /development and the college student/environment? Yes. (SAA1, SAA2, SAA3, SAA5)</p> <p>3) Is the program's curriculum at least a two-year (or equivalent) curriculum? Yes.</p> <p>4) Does the program require at least one student personnel practicum/field experience for students? Yes.</p>

Support

Please see the Endorsements page for the signatures of the relevant persons.