NEW PROGRAM PROPOSAL

Name of Institution

The Citadel, Military College of South Carolina

Name of Program (include concentrations, options, and tracks)

Master of Education in Higher Education Leadership

Program Designation

☐ Associate's Degree   ☒ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
☐ Yes
☒ No

Proposed Date of Implementation   CIP Code
August 15, 2019   130406

Delivery Site(s)
The Citadel- Main Campus and Online

Delivery Mode

☒Traditional/face-to-face*   ☒Distance Education
*select if less than 50% online   ☒100% online

                                         ☐ Blended (more than 50% online)

                                         ☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

Approved by President and Board of Visitors 9/28/2018
Approved by Provost 9/21/2018
Approved by Faculty Senate 9/21/2018
Approved by Citadel Graduate College Committee 9/18/2018

NEW PROGRAM PROPOSAL

Approved by the Zucker Family School of Education Curriculum Committee 08/31/2018

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Master of Education in Higher Education Leadership degree features a 36-hour program of study designed to prepare professionals to assume leadership roles in post-secondary educational settings (e.g., colleges, universities, adult technical or trade schools). Depending on prior experience and student's selection of placements for field experiences, graduates will be suited for roles within a wide array of higher education units and programs, including, but not limited to academic advising, Title IX compliance, diversity and inclusion offices, student conduct, student activities, athletics, finance and auxiliaries, residence life, Greek life, international student services, admissions, marketing, public relations, and institutional advancement.

The program will replace The Citadel's current student affairs track within the Master of Education program in Counseling. The existing degree consists of 48 hours which is prohibitive for many students. Additionally, although the existing degree is well purposed to prepare students for roles as student affairs professionals or college counselors, the focus is overly narrow for those students who wish to explore a broader set of career possibilities within higher education.

The proposed new degree is promising in that it has broader appeal and is considerably shorter. The program includes several options based on student need. On the way to earning the degree, students may earn a 12-hour graduate certificate in either Higher Education Leadership or Student Affairs Leadership. Additionally, practicum and internship hours may be utilized for any of a number of placements to give students flexibility in the direction they wish to take their career. Finally, students who wish to do so may successfully complete two additional courses and be eligible to sit for the Licensed Professional Counselor Exam.

An initial cohort of 20 students will be recruited followed by the second cohort of 20 students who will start two semesters later. The goal will be to move students though the cohort in 5 semesters. Allowances will be made for students who wish to progress through the program at a quicker or slower rate.

List the program objectives. (2000 characters)

1. The primary program objective is to equip students with the knowledge, skills, and dispositions to be principled higher education leaders who are knowledgeable, reflective, and ethical and who are committed to providing excellent services to students within safe and supportive environments.

2. Secondary objectives include:
   a. To provide students with theoretical and practical knowledge essential to understanding the variety of leadership roles within higher education settings.

NEW PROGRAM PROPOSAL

  b. To instill the ethical and professional values essential to work within the field of higher education.

  c. To provide students with practical experiences in the development of their skills as leaders.

  d. To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.

  e. To increase the number of adults in the Lowcountry with master's degrees.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Charleston recently became the most populous city in the state of South Carolina, and the tri-county metropolitan statistical area surrounding is home to more than 700,000 people. The growing population of the area is complemented by the growth of high-tech industry, real estate development, tourism, and a diversifying economy. All this adds up to the need for a well-educated populace. Like other industries, higher education is thriving in the Charleston area. Large numbers of young adults and the growing sophistication of the employment markets mean concomitant growth for the areas institutions of higher learning.

The Charleston peninsula is home to three state institutions of higher education (i.e., The Citadel, the College of Charleston, and the Medical University of South Carolina) as well as a campus of Trident Technical College (TTC) and the Charleston School of Law. Neighboring North Charleston is home to TTC's main campus as well as Charleston Southern University. The growing higher education sector currently needs and will continue to need leaders for most every aspect of their operations. The proposed new degree in Higher Education Leadership is an excellent way to assure that emerging professionals in the Charleston area gain the educational preparation they need to fill these roles.

The Citadel's graduate programs are of high value to the region, and its current track in student affairs within the Counselor Education degree has been popular for those students interested in careers in higher education. However, the length of the program (48 hours) has limited its appeal to students wanting to keep overall college costs low and to complete a graduate degree in a shorter amount of time. Hence, this new Higher Education Leadership degree is very important to the Charleston area.

NEW PROGRAM PROPOSAL

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

☒ Yes

☐No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	**Expected Number of Jobs**	**Employment Projection**	**Data Source**
Education Administrators, Postsecondary	18,200	2016-2026	data.bls.gov/projections

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

☒Yes

No

If yes, explain. (500 characters)

NEW PROGRAM PROPOSAL

As previously noted, the proposed Higher Education Leadership degree will replace the current student affairs track within the Counselor Education master's degree. The two programs may run parallel for the first year to enable students near completion of the student affairs track degree to graduate without disruption of their program of study. All new students interested in leadership roles in higher education recruited as of the Fall 2019 will be placed in the new program.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Master of Education in Counselor Education—Student Affairs Practice	Clemson University	In general, both programs are designed to prepare professionals for roles in higher education.	The Clemson program is focused somewhat narrowly on Student Affairs Practice whereas the Proposed Citadel degree focuses more broadly on leadership roles in education. The Clemson program is 43 hours in length whereas the proposed Citadel degree requires only 36 hours.
Master of Education in Higher Education and Student Affairs	University of South Carolina	Both programs prepare graduates for leadership roles in higher education. Both degrees have provisions for students to specialize their studies in either Higher Education Leadership or Student Affairs.	The USC program is 39 hours in length whereas the proposed Citadel degree requires only 36 hours.

NEW PROGRAM PROPOSAL

Description of the Program

Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2019-2020	20	120	20	120	20	120
2020-2021	40	240	40	240	40	240
2021-2022	40	240	40	240	40	240
2022-2023	40	240	40	240	40	240
2023-2024	40	240	40	240	40	240

Projected Enrollment

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

☐Yes

☒ No

If yes, explain. (1000 characters)

NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?
☐Yes

☒No

If yes, identify. (1000 characters)

NEW PROGRAM PROPOSAL

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 2					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 3					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 4					
Fall		**Spring**		**Summer**	

NEW PROGRAM PROPOSAL

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 5					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

NEW PROGRAM PROPOSAL

Curriculum by Category*					
COMMON		**ELECTIVES (Select 2)**		**FIELD BASED (Select 1)**	
EDUC 539 Higher Education Administration	3	**EDUC 530 Strategic Planning and Assessment in Higher Education	3	EDUC 634 Practicum in Higher Education Administration	3
EDUC 537 Student Development Services in Higher Education	3	**EDUC 533 Higher Education Finance	3	**EDUC 635 Practicum in Higher Education Student Affairs	3
EDUC 624 Basic Counseling Skills	3	**EDUC 534 Advanced Leadership in Higher Education	3	EDUC 655 Internship in Higher Education Administration	3
EDUC 562 Legal and Ethical Leadership Issues in Education	3	EDUC 538 Theories of Student Development in Higher Education	3	**EDUC 658 Internship in Higher Education Student Affairs	3
EDUC 622 Critical Multicultural Issues in Higher Education	3				
EDUC 512 Data Collection and Analysis	3				
EDUC 613 Foundations of American Higher Education	3				
EDUC 551 Counseling Theories and Practice	3				
EDUC 550 Career Counseling and Development	3				
TOTALS	27		6		3
**Proposed New Course with Suggested Number					

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required: 36

Graduate Certificates will be available in the following two areas:

    Graduate Certificate in Higher Education Leadership (12 hours)
        EDUC 539 Higher Education Administration
        **EDUC 530 Strategic Planning and Assessment in Higher Education
        **EDUC 533 Higher Education Finance
        **EDUC 534 Advanced Leadership in Higher Education

    Graduate Certificate in Student Affairs Leadership (12 hours)
        EDUC 537 Student Development Services in Higher Education
        EDUC 538 Theories of Student Development in Higher Education
        EDUC 539 Higher Education Administration

NEW PROGRAM PROPOSAL

**EDUC 560 Applied Group and Organizational Theories

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
EDUC 530 Strategic Planning and Assessment in Higher Education	An examination of the fundamentals of assessment of learning outcomes and institutional effectiveness. Assessment is presented as an instrument to inform strategic planning and decision making in higher education.
EDUC 533 Higher Education Finance	An analysis of private, state, federal, and other revenue sources in higher education. Students will engage in the application of strategic planning processes, budgeting systems, and financial processes.
EDUC 534 Advanced Leadership in Higher Education	An overview of best practices in higher education leadership, including a survey of leadership models, application of leadership models in staff development, policy, and financial practices.
EDUC 560 Applied Group and Organizational Theories	An applied review of research-based organizational theories for use in higher education, including systems, institutional, cultural, cognitive, and environmental. Students will apply theories to enhance their leadership within higher education.
EDUC 635 Practicum in Higher Education Student Affairs	Supervised field experienced in an approved student affairs setting for a minimum of 100 clock hours.
EDUC 658 Internship in Higher Education Student Affairs	This supervised experience includes the student serving as a student affairs specialist in a higher education institutional setting for a minimum of 300 clock hours.

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
Rank	**Full- or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Associate Professor	Full	Overall Program Coordination EDUC 635 Practicum in Higher Education Student Affairs; EDUC 658 Internship in Higher Education Student Affairs; EDUC 551 Counseling Theories and Practice EDUC 550 Career Counseling and Development	Ph.D. Counselor Education	
Professor	Full	EDUC 560 Applied Group and Organizational Theories EDUC 624 Basic Counseling Skills; EDUC 634 Practicum in Higher Education Administration	Ph.D. Counselor Education	
Associate Professor	Full	EDUC 537 Student Development Services in Higher Education; EDUC 538 Theories of Student Development in Higher Education; EDUC 562 Legal and Ethical Leadership Issues in Education EDUC 622 Critical Multicultural Issues in Higher Education	Ph.D. Higher Education	
Associate Professor	Full	EDUC 530 Strategic Planning and Assessment in Higher Education; EDUC 512 Data Collection and Analysis; EDUC 613 Foundations of American Higher Education	Ph.D. Higher Education	
Dean and Professor	Full	EDUC 534 Advanced Leadership in Higher Education	Ph. D. in Educational Administration	

NEW PROGRAM PROPOSAL

		EDUC 539 Higher Education Administration		
Adjunct Instructor	Part	EDUC 533 Higher Education Finance; EDUC 655 Internship in Higher Education Administration	Ph.D. Higher Education	
*New Assistant Professor	Full	Year 3	Ph.D. Higher Education	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE   needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

| Faculty | .75 new FTE in Year 3/4.25 Existing FTE | Staff | .25 Existing staff | Administration | .25 Existing FTE |

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

A graduate assistant will be needed to provide support to the program administrator. Beginning Year 3, an additional full-time faculty member will be needed.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Daniel Library at The Citadel will offer robust support with its current online resources—both in eBooks and in digital journal access. Currently, the library maintains sufficient subscriptions to academic journals and higher education magazines in its higher education and student affairs collection. It is anticipated that the program will draw upon many of the existing resources that the student affairs concentration utilizes.

NEW PROGRAM PROPOSAL

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The Citadel maintains excellent student support services accessible to undergraduates, veteran students, and graduate students. Those support services can be utilized by potential students in the proposed program. There are no academic support services required for this program beyond the already robust services The Citadel offers to all students and no additional fees are anticipated. The Citadel's numerous student support programs, services, and activities are highlighted in the academic catalog. These services include The Citadel Career Center, The Citadel Academic Support Center, Academic Advising, Office of Multicultural Student Services, Student Activities, the Krause Center for Leadership and Ethics, and the Study Abroad Office. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

None. Current instructional equipment and technology will fully support the implementation of this proposed degree program.

Will any extraordinary physical facilities be needed to support the proposed program?
☐Yes

☒ No

NEW PROGRAM PROPOSAL

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Current physical facilities and technology will fully support the implementation of this proposed degree program.

NEW PROGRAM PROPOSAL

Sources of Financing for the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	216,000	216,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	1,9444,000	1,9444,000
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	216,000	216,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	1,9444,000	1,9444,000
Estimated Costs Associated with Implementing the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	56,500	56,500	95,500	95,500	141,500	141,500	141,500	141,500	141,500	141,500	576,500	576,500
Facilities, Equipment, Supplies, and Materials												
Library Resources	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	20,000	20,000
Other (specify)												
Total	60,500	60,500	99,500	99,500	145,500	145,500	145,500	145,500	145,500	145,500	596,500	596,500
Net Total (Sources of Financing Minus Estimated Costs)	155,500	155,500	332,500	332,500	286,500	286,500	286,500	286,500	286,500	286,500	1,347,500	1,347,500

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

The staffing costs represent an additional .75 FTE for a new faculty member in year 3 (plus fringe) and an average of $5,000 per course plus fringe was used to calculate the instructional cost. Additionally, 10% of the program coordinators salary was attributed to the program cost.

NEW PROGRAM PROPOSAL

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The overall evaluation design for the program will follow the model established by the Zucker Family School of Education for all its professional programs. Both direct and indirect measures will be employed, and assessment software will be used to capture data and generate summary reports for assessment and accreditation purposes.

Direct Measures

Direct evaluation measures will be built into each course in the major. Direct assessments will include both traditional and performance-based assessments. Traditional assessments will include (but not limited to) exams, responses to written prompts, written responses to teaching scenarios, participation in discussion forums, research projects, and student presentations. Performance-based assessments will include learning objects and other multimedia products created in response to learning scenarios posed by the instructor.

Data from a (predetermined) broad sample of these direct assessments will be catalogued within the Zucker Family School of Education assessment database using LiveText/Watermark software. For these assessments, students will be required to upload their work into a LiveText template, and faculty will assess the assignments using standard rubrics. These assessments and the scoring rubrics are consistent across instructors and teaching terms to allow for a significant amount of data to be collected to determine: (a) the students' performance against established learning outcomes, (b) the psychometric integrity of the rubrics used, (c) effectiveness of the curriculum (e.g., through evaluation of student error patterns), and (d) appropriateness of the assessments themselves.

Indirect Measures

Surveys of graduating students and employers will be conducted to assess student learning outcomes, student satisfaction with the program, and employer satisfaction with graduates. Surveys will be collected during year one, and repeated in years two and three. Satisfaction survey data will be compared over time using trend analysis. Student outcome data will be analyzed for individual graduates and across graduates from the program.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
To provide students with theoretical and practical knowledge essential to understanding the variety of leadership roles within higher education settings.	Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums.
To instill the ethical and professional values essential to work within the field of higher education.	Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums.
To provide students with practical experiences in the development of their skills as leaders.	Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums. Performance based measures will include explanations of how to adapt learning processes to specific groups of learners and environments. Evaluations by practicum and internship supervisors.
To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.	Indirect and direct assessments will be employed.

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

☐Yes

☒ No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

☐Yes

☒No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

<div align="center">

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

</div>

Is the proposed program a teacher or school professional preparation program?
    ☐Yes

    ☒No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.