



## **Mission**

The proposed post-baccalaureate certificate program has been developed to provide individuals already employed within higher education settings on the Eastern Shore with the knowledge and skills to advance within their post-secondary organizations. The current M.Ed. Post-secondary track is very popular, with approximately 20-30 graduate students enrolled at any one time. Although this is an attractive program for emerging leaders wishing to pursue an M.Ed., there are other groups of higher and adult education professionals not currently served by our programs. This includes people who do not need or want a master's degree and those who already hold a master's degree. Salisbury University, UMES, and Wor-Wic Community college have staff members who work in higher education but who may not have higher education credentials. For this group, the post-baccalaureate certificate (PBC) will provide a credential for established higher education professionals. Some of the people who complete the PBC may go on to complete an advanced degree at a future time. The second audience for the PBC is the group of emerging or established higher education professionals who already hold a master's degree in another field but who would still benefit from a higher education credential to advance within their organizations.

## **Alignment with Salisbury University's Strategic Goals:**

This proposed program addresses Goal 1.4 of the 2014-2018 Salisbury University Strategic Plan: "Provide high-quality graduate programs and course offerings in formats suitable, convenient, and relevant to students and faculty and in line with workforce needs." Although this program does not lead to a master's degree, it does require an undergraduate degree and is considered part of the graduate program. In addition, it is "in line with workforce needs" as will be explained in more detail in the next section.

## **Characteristics of the Proposed Program**

### Adequacy of curriculum design and delivery to related learning outcomes:

The Post-Baccalaureate Certificate in Higher Education is unique among graduate programs in that it is directed toward existing higher education staff members at Salisbury University and local, neighboring institutions. The objective of this program is to give participants background in higher education policy, history, and student development.

Graduates of this program will be able to

- Identify how American higher education has developed throughout history
- Identify higher education legal precedents and their application to policy development and crisis management
- Design projects to solve institutional problems or challenges

To achieve these learning goals, students in this program will take five 3-credit courses. All of these course are already being offered within the M.Ed. post-secondary program, so there are no additional instructional resources required.

- EDUC 502: Introduction to Research (3 credits, fall or spring)

This course provides an introduction to basic research methods, with an emphasis on scientific inquiry. Students gain experience in the use, interpretation and application of research to solve organizational and instructional problems. Additionally, students receive extensive instruction in academic writing and APA format.

- EDUC 561: Current Issues and Trends in Higher Education (3 credits, spring) *or* EDUC 590/564: History of Higher Education (3 credits, fall)

EDUC 561 provides the opportunity to investigate university policies in-depth and within the context of current events. The seminar is organized around broad topics (e.g., leadership theory, university budgets, campus safety, college student health and wellness) in which students engaged in numerous role plays and case studies. Additionally, students examine a university policy in-depth and undertake a study of alternative approaches to the same issue.

EDUC 590/564 provides an introduction to the history of higher education in the United States and helps students understand the ways in which the current structure and function of the modern university has been informed by events of the past. During the course, a student will gain experience reading and analyzing primary documents to understand how they reflect the issues facing society in various historical eras. (This course is in the process of a numbering change.)

- EDUC 562: College Student Development Theory (3 credits, fall)

This course explores college student development, utilizing the approach of practice to theory to practice. Students conceptualize how college students grow and develop during the critical college years. Students are challenged to hypothesize and theorize en route to creating developmentally based practical applications. The process results in the practitioner's ability to consider developmental implications for all student interactions.

- EDUC 620: Legal Issues in Higher Education (3 credits, fall)

this course provides an overview of important legal concepts and case law that influence decision making in post-secondary educational contexts. Topics include a general overview of legal concepts and case law (mainly federal case law) from around the country on the following issues: college governance, faculty freedom and tenure, student rights and responsibilities, liability, disability access, and

athletics. The course emphasizes the application of legal principles in developing policy so as to lessen risk to colleges and universities.

- EDUC 665: Internship in Post-Secondary Education or  
EDUC 695: Research Seminar (3 credits)

EDUC 665 provides participants an opportunity to gain experience in a higher education setting different from their normal employment, in their own or another institution. During the 120-hour internship, participants complete a legacy project—a project of significance within their internship site. Because most of the people in this program will already be full-time staff members, multiple options are available for evening, weekend, and summer opportunities.

EDUC 695 provides an opportunity for students with a research interest to complete a qualitative or quantitative action research study to examine an issue within their organization. The research project begins with an IRB proposal and concludes with a conference-worthy research manuscript and poster-session.

Admission requirements to this program will be the same as for the current M.Ed. Post-Secondary Track: a bachelor's degree from an accredited college with a minimum 3.00 cumulative GPA, three letters of recommendation, a statement of purpose, and an initial advising meeting.

This certificate is intended as a stand-alone certificate and will not be awarded mid-program to students enrolled in the M.Ed. Post-Secondary Track Program.

Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Course evaluation in the program will be done via student evaluations, as is currently done for all courses in the Education Specialties Department. The departmental evaluation instrument assesses content, approach and instructor effectiveness. Although this program will not be formally evaluated as part of the CAEP accreditation process for the Seidel School of Education and Professional Studies, which is done every seven years, the program data will be reviewed to ensure that student learning outcomes are met. Finally, the faculty are evaluated annually by the department chair or the dean.

Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

The proposed program is consistent with the state's minority student achievement goals, which state that to "best serve the needs of these individuals who often require flexible class schedules and locations and non-traditional ways of interacting with their peers and faculty, Maryland's postsecondary institutions will need to offer their academic programs and support services using innovative instructional approaches and a variety of delivery formats." The program provides flexibility to prospective students

because of alternate delivery and scheduling of these courses. All courses are offered in the evening, with summer options for the internship. Additionally, EDUC 502 and EDUC 561 are offered in hybrid format. The internship seminar accompanying EDUC 665 is offered completely online.

The *Maryland Ready 2013-2017 Maryland State Plan for Postsecondary Education* emphasizes access, affordability, diversity, and innovation. By providing flexible course scheduling, opportunities for professional advancement, and local access to post-secondary coursework, this certificate program will advance all of these goals.

Relationship to low productivity programs identified by the Commission:

The proposed program is not directly related to an identified low productivity program.

Critical and compelling regional or Statewide need as identified in the State Plan:

This program directly addresses Goal 5 of the *Maryland State Plan for Postsecondary Education 2013-2017* by providing advancement opportunities to staff members already vested in Maryland higher education and by attracting other professionals already vested in our knowledge-based economies. As the state plan reports

Individuals who obtain degrees and other credentials receive higher earnings, are employed at a higher rate, and generate improved tax receipts for the State, counties, and municipalities than those without advanced skills and training. (p. 52)

As the data below demonstrate, higher education is a major growth area in our recovering economy.

Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

The job outlook in higher education—both regionally and nationally—suggests that this is a good time to position ourselves to increase higher education training opportunities for our stake holders:

- According to the US Bureau of Labor Statistics, post-secondary administration positions will grow faster than normal, increasing 15% between 2012 and 2022, number 23,500 jobs. (Retrieved April 26, 2015)
- The Maryland Department of Labor projects growth across all post-secondary sectors on the Eastern Shore between now and 2020, approximately 2000 job openings. This includes replacements and approximately 800 new positions. (Retrieved April 18, 2016)

The current M.Ed. post-secondary degree program consistently graduates 10-12 students each year. We anticipate adding 3-5 certificate candidates per year. Because certificate candidates can (and most will) attend part-time, we would expect 5-10 certificate completers each year beginning in 2019.

Reasonableness of program duplication:

The University of Maryland-College Park offers both a Master’s and a Doctorate in Higher Education. Morgan State University also offers the Master’s and a Doctorate in Higher Education. This post baccalaureate certificate program does not compete because we will be targeting graduate students who do not want or need an advanced degree and who are in the local Salisbury area. Both the College Park and Morgan programs are too far away from Salisbury to overlap in terms of recruitment.

Relevance to Historically Black Institutions (HBIs)

As indicated above, Morgan State University offers both the master’s and doctorate in Higher Education. Our nearby sister HBI, University of Maryland Eastern Shore (UMES), does not have a degree or certificate in higher education. We do expect employees of UMES to be prospective students in this program. Because we are targeting Eastern Shore higher education professionals with this program and because of Morgan’s prohibitive distance (115+) miles, this program will not adversely impact Morgan’s programs.

If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

No distance learning is proposed.

**Resources and Finance**

Adequacy of faculty resources

The courses within the post-baccalaureate certification are taught within existing course sections, some of which rotate among faculty, as indicated below.

Faculty member	Terminal degree	Academic rank	Status	Course
Diana Wagner	Ed.D.	Associate Professor	Full-time	EDUC 502 EDUC 561 EDUC 620 EDUC 665
Carol Wood	Ph.D	Professor	Full-time	EDUC 502
Alexander Pope	Ph.D.	Assistant Professor	Full-time	EDUC 502
Heather Holmes	Ph.D.	Consulting Faculty	Part-Time	EDUC 562

				EDUC 590/564 EDUC 665
Maida Finch	Ph.D.	Assistant Professor	Full-time	EDUC 695

Adequacy of library resources

An analysis of library resources revealed that no new resources are required for this program.

Adequacy of physical facilities, infrastructure and instructional equipment

No new physical facilities are required for this program. This program utilizes already available seats within existing courses. Classes are held in the state-of-the-art Teacher Education and Technology Center, opened in 2008, which houses extensive classrooms, computer labs, and collaborative spaces.

Adequacy of financial resources with documentation

Because this certificate program utilizes already available course seats and available advising capacity, there are no new expenditures associated with the addition of this program. Program courses typically have 7-12 individuals enrolled and can be capped as high as 20, providing more than enough capacity for the expected 3-5 students per year.

Resources and Expenditures

The proposed program will begin spring 2017. This certificate proposal utilizes already available seats in existing courses. There are no new faculty or staff expenditures involved.

TABLE 1: RESOURCES					
Resources Categories	16-17	17-18	18-19	19-20	20-21
1. Reallocated Funds <sup>1</sup>	0	0	0	0	0
2. Tuition/Fee Revenue <sup>2</sup> (c+g below)	\$4,788	\$25,536	\$41,496	\$57,456	\$57,456
a. #F.T Students	NA	NA	NA	NA	NA
b. Annual Tuition/Fee Rate	\$9,576	\$9,576	\$9,576	\$9,576	\$9,576
c. Annual Full Time Revenue (a x b)	0	0	0	0	0
d. # Part Time Students	3	8	13	18	18
e. Credit Hour Rate	\$532	\$532	\$532	\$532	\$532
f. Annual Credit Hours	3	6	6	6	6
g. Total Part Time Revenue (d x e x f)	\$4,788	\$25,536	\$41,496	\$57,456	\$57,456
3. Grants, Contracts, & Other External Sources <sup>3</sup>	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$4,788	\$25,536	\$41,496	\$57,456	\$57,456

<sup>1</sup> Because this program is offered within existing available course seats, there is no need to reallocate funds.

<sup>2</sup> There are no additional costs associated with bringing students into these existing course seats.

<sup>3</sup> No external funds are used for this initiative.

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	0	0	0	0	0

