Proposal Template

Prior to presenting at the Graduate Studies Committee (GSC) for review, please provide answers to the following questions, as relevant. Please contact Matthew Boots (mboots1@iu.edu) with any questions.

Title:  _Ed.S in Higher Education Administration___________________________

GSC presenter:  Victor M. H. Borden_______________________________

This proposal is for a...

☐ program change  ☒ new program  ☐ policy change  ☐ new policy

Include responses to each question, as relevant:

1. What are you proposing and why? (If proposing a change, then the description and rationale should be relevant to the change(s) only.)

We are proposing an Education Specialist credential (Ed.S.) in higher education administration to serve as a professional development opportunity for higher education administrators at Indiana University and other area colleges, many of whom would like to engage with our curriculum, for professional development purposes, but who are not interested in a research career. The Ed.S. in higher education would also be a terminal degree for students in our Ed.D. and Ph.D. programs who, for whatever reasons, are not able to complete a dissertation.

2. How will this impact enrollment?

We expect that this program would fortify enrollments in our doctoral classes, as well as classes in programs that are required outside of higher education (inquiry classes and classes in common minors, like education policy and instructional technology).

3. How will this impact students’ time to degree?

It should have no effect on students’ time to degree.

4. How will this impact specific student populations and/or DEI issues?

We expect this program will attract a diverse student population, especially members of underserved populations who do not participate due to concerns about a dissertation project.

5. How will this impact School of Education resources, including faculty loads?

It will help to fill classes but requires relatively little extra time; primarily for program advising, but not for dissertation committees.

6. How will this be effectively sustained over time?

No additional resources or classes will be needed to incorporate this program into our existing inventory. No classes will need to be added, but it should help fill classes.

7. What was the departmental vote tally for this proposal? (e.g., “12 in favor, 2 opposed, 3 abstained”)  

As of April 28, 2023 the vote was 14 in favor, none opposed, 3 abstained. The degree was approved.

A. Nomination & Election of GSC-RAFA Chair

Meredith Park Rogers, having served the previous year as GSC Chair, was nominated and elected for the position again.

➢ All (6) in favor.

B. Review/Approval of Minutes

Ø Danielle motioned to approve the minutes.

Ø Leslie seconded.

Ø 3 in favor; 4 abstained.

C. Course Change: D525 – Marjorie Treff

Marjorie explained that D525 is the distance education course which has been part of the Adult Education’s core curriculum since the program’s inception. The course contains a prerequisite, a program planning course labeled D506, which the program is finding is no longer necessary, since the program’s student population has much more professional experience in planning than in previous years.

Sarah asked if the course “distance education” was still relevant or if “online education” would be a more up-to-date term. Marjorie explained that “distance education” possesses a broader definition to accommodate students in a variety of situations.
Ø Leslie motioned to approve the course change to D525.

Ø Lynn seconded.

Ø All (7) in favor.

The GSC Agenda committee made two notes:

✓ The proposal lists a minor (transcribed) when with an Ed.S. it is really a cognate (not transcribed). Vic updated the paperwork.

✓ The committee wanted to verify that Ph.D. students that didn’t make it to the dissertation stage but still had the 60 hours would be eligible, which was confirmed and further discussed in the meeting.

Vic Borden: This is a proposal for an Ed.S. in Higher Education. It is long overdue. The program has been talking about this for a long time and sees it as having two purposes. There are a lot of students who enter our program who are full time IU staff, and they are interested in the courses for professional development. They have no desire or intention to do a dissertation but would like to take the classes and earn a degree. Right now, they are often limited to certificate programs. We think it'll appeal to some folks in that area, and then the thing that's been long overdue is an off ramp for students who, for whatever reason, when they get to the time of the dissertation, they just can't do it. We've lost a lot of good people who put in a lot of work and then walked away with nothing. We'd like them to walk away with something to acknowledge they have completed the curriculum and this degree fits into the doctoral course framework. This proposal would have open admission to attract new students as well as create a viable pipeline for doctoral students that cannot complete that degree.

Vic further stated this wouldn’t strain the advisors, and the proposal had a letter of support from John Applegate.

Matt noted that a Ph.D. student could complete enough hours, 60, to earn the Ed.S. but not actually be dissertating just yet. Vic noted they would still be eligible for the Ed.S. Tom noted the goal would be to off ramp students from the Ph.D. earlier than the dissertation stage.
Michele Moore said she supported it as a viable option for these students. It was further noted that the Higher Education and Student Affairs MSED does not offer a master’s degree off ramp as the program was developed to be independent of the doctoral degrees. This creates a unique problem not shared by many doctoral programs. Vic also noted many of these students already have a master’s degree so an Ed.S. would make more sense.

- Phil motioned to approve the Ed.S. in Higher Education
- Meredith seconded.
- All (6) in favor
Proposal for Ed.S. in Higher Education Administration

Ed.S. in Higher Education Administration
To Be Offered by Indiana University at Bloomington

a. NCES Degree Level¹: 08 Post-Master’s Certificate
b. Mode of Delivery (In-person or Online²): In-person
c. Career Relevant/Out-of-Classroom Experiences³: Capstone tied to career experiences
d. Academic Unit(s) Offering Program: School of Education, Department of Educational Leadership and Policy Studies

¹ National Center for Education Statistics Award Level Definitions
² For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.
³ Co-ops, internships, clinicals, practica, capstone projects, employer critiques, study abroad
Proposal for Ed.S. in Higher Education Administration

1. Program Description
   a. Provide a description of the program that would be available to prospective students and other interested stakeholders and that would be included on the institution’s web site and published to the Indiana Credential Registry.

   The Ed.S. in Higher Education Administration prepares learners to enter or advance in higher education administration careers. The curriculum allows students to develop a personalized program of study that provides in-depth exposure to the history, organization, governance structures, and common issues related to student progress, faculty and staff work-lives, and leading institutions of postsecondary education. The courses within this program prepare students to work as evidence-informed practitioners who incorporate a social justice and equity lens for transforming higher education programs and institutions to better serve those who have historically been under-served.

2. Rationale for the Program
   a. Rationale: General
      • What problem is this program trying to solve?

   This program addresses two specific issues.

   First, many IU and other area college employees seek such professional development but are either not interested in a research-oriented program that includes a dissertation or have work and family commitments that prevent them from committing to a dissertation-based degree from the start. Additionally, Indiana colleges seek staff who can help transform their policies, programs, and practices to better serve the State’s higher education and workforce development needs.

   Secondly, it provides a terminal credential to students who start the PhD or EdD programs in higher education, complete the curriculum, but are not able (for any of a variety of reasons) to complete the dissertation requirement of both programs. Typically, the inability of students to go on is related to work and family obligations.

   b. Institutional Rationale
      • How does this program build on institutional strengths and how is it consistent with the mission of the institution and the institution’s strategic plan (please provide a link to the strategic plan)?

   The program is consistent with the IU 2030 Strategic Plan initiative, providing diverse learners with access to high quality programs that prepare professionals to assist Indiana’s efforts to create a more accessible and equitable higher education sector that is learner-focused and evidence-informed.

   IU’s higher education master’s and doctoral programs are long-standing, successful programs that have produced higher education scholars and professionals who work throughout the world. The programs are considered national leaders. For example, the doctoral program currently is ranked 9th in the country in the US News Best Graduate School Rankings and has been a Top 10 program since the rankings started in the 1990s.

   Additionally, the program would generate revenue far beyond its costs. In fact, the only notable and minor cost is increased advising load for faculty. All the courses of this program exist and are taken by students in the higher education master’s and two doctoral programs (EdD and PhD). In fact, this program would help us enroll more students in existing courses that have capacity.
c. State Rationale: General
   • How does this program address state priorities as reflected in the Commission’s most recent strategic plan *Reaching Higher In a State of Change*?

The program directly supports the State’s “Reaching Higher” plan by providing advanced training for the staff who lead Indiana postsecondary institutions. Specifically, this training will enable more Indiana higher education administrators to build out the State’s “affordable, flexible lifelong learning options while preserving quality and advancing equitable economic opportunity.” The program also focuses on learning-centered practices and is both talent-driven and future-focused.

d. State Rationale: Equity-Related
   • How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

The primary rational for this program, providing opportunities for an advanced degree to those who cannot commit to a dissertation-based doctorate, speak directly to the State’s equity interests, “life’s circumstances or obstacles should not dictate opportunity to succeed.” Additionally, IU’s Higher Education program is nationally renowned for its focus on equity, both programmatically, and through its recruitment practices.

IU’s Higher Education doctorate program has been a very diverse program over the years. In the last five years, the program conferred a total of 67 doctorates. Almost half of those (31, or 46%) were awarded to students of color, including, 24 (36%) to African Americans.

3. Evidence of Labor Market Need

   a. National, State, or Regional Need
      • Is the program serving a national, state, or regional labor market need?

The program serves both a state and national level need for postsecondary administrators. The students in the program will likely come from the state and include spouses of those hired by Indiana colleges and universities, many of whom are suited to work in higher education administration.

Because of the “great resignation” in higher education, there are many open positions at IU and other Indiana colleges and universities. This creates many opportunities for current individuals to advance in their careers, for which professional development can serve as a basis for advancing, as well as a means of training for new jobs taken.

Because the program is in-person, it primarily serves students who are located at or can drive to the Bloomington campus. We have traditionally served professional higher education staff from Central and Southern Indiana. Because classes are taught on a once-a-week basis, we have had students commute from Northern Indiana as well.

   b. Summary of Indiana DWD and/or U.S. Department of Labor Data
Proposal for Ed.S. in Higher Education Administration

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor.

Data from Hoosiers by the Numbers shows the number of postsecondary education administrators in the state (excluding those with instructional duties), rose from 2,250 in 2010 to 3,850 in 2021, an increase of 71%.

According to State-level O*Net projections, the ten-year projection for growth in postsecondary administrator positions is 8%.

Appendix 1 has further details on these projections.

Note that the postsecondary education administrator category of occupation, while the most directly relevant, does not reveal the full range of positions, as many college and universities instructors, who are separately tracked, have administrative duties and seek this type of professional development. The category of “Postsecondary Teachers” is expected to grow at a faster rate (12%) over the next 10 years.

Additionally, academic advisors, instructional design professionals, admissions counselors, and other such staff are likely candidates for the program, but their positions are not included in the postsecondary administrator category.

c. Surveys of Employers or Students and Analyses of Job Postings
   - Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

The information provided in sections 3a-c establish the workforce prevalence of individuals for whom such training is relevant. The letters of support in the next section additionally address the provides further testimony as to the program’s usefulness to students and academic administrators. Given the low cost of adding this program as both professional development for existing college and university staff and for doctoral students who cannot complete a dissertation, no additional survey of employers or students and no analysis of job postings are provided.

d. Letters of Support
   - Summarize, by source, the letters received in support of the program, especially those written by external stakeholders.

Three letters of support are provided in Appendix 2:
1. Richard Nourie, an “All-But-Dissertation (ABD)” student from the higher education doctoral program comments on how much he would have benefitted from having such an off-ramp that gave him credit for all the work he put into those classes and all that he got out of them.
2. Lamara Warren, a Higher Education Ph.D. recipient and Vice President of IU Staff Council describes how the program would contribute to enhancing the quality of life of IUB staff.
3. Former IUB Interim Provost and IU Executive Vice President for Academic Affairs, John Applegate describes how the program provides a just outcome to students who have completed the coursework but cannot continue. In addition, he notes that the program provides a very “cost efficient” source of professional development to IU staff.
Proposal for Ed.S. in Higher Education Administration

e. National, State, or Regional Studies
   • Summarize any national, state, or regional studies that address the labor market need for
   the program.

administrators is projected to grow 7 percent from 2021 to 2031.” (U.S. Bureau of Labor Statistics,
administrators.htm, See Appendix 1).

More immediately, there is a labor shortage nationwide and in Indiana as well. IU itself has over 1000
jobs vacancies across the state, including over 600 administrative and over 400 academic positions.
Finding qualified applicants is becoming increasingly difficult. This program will help increase the
qualification of individuals who enroll, and also can be used by current employers and employees for
education and training of themselves and their colleagues.

4. Cost of and Support for the Program

a. Costs

   i. Faculty and Staff
      • Of the faculty and staff required to offer this program, how many are in place now and how
      many will need to be added (express both in terms of number of full- and part-time faculty
      and staff, as well as FTE faculty and staff)?

      No additional faculty are needed as the existing doctoral curriculum can accommodate the additional
      students

   ii. Facilities
      • Summarize any impact offering this program will have on renovations of existing facilities,
requests for new capital projects (including a reference to the institution’s capital plan), or
the leasing of new space.

      No facility needs.

   iii. Other Capital Costs (e.g. Equipment)
      • Summarize any impact offering this program will have on other capital costs, including
purchase of equipment needed for the program.

      No other capital costs

b. Support

   i. Nature of Support (New, Existing, or Reallocated)
      • Summarize what reallocation of resources has taken place to support this program.
      • What programs, if any, have been eliminated or downsized to provide resources for this
program?
Proposal for Ed.S. in Higher Education Administration

The only additional load this will incur is adding to the advising load of existing faculty. However, Ed.S. students do not require the intensive level of support needed for students that conduct a dissertation study.

ii. Special Fees above Baseline Tuition
   • Summarize any special fees above baseline tuition that are needed to support this program.

No additional fees

5. Similar and Related Programs

   a. Similar Programs at Other Institutions

      i. Similar Programs at Indiana Institutions
         • Indiana institutions offering (on-campus and/or distance education) programs that are similar to the proposed program. If relevant, include information on topics such as: program options or specializations; institutional or programmatic accreditation; and preparation for licensure or certification.

      A number of Indiana universities offer Ed.S. degrees in Education, Educational Leadership, or Educational Administration. However, all of those are geared toward the K-12 administrator market, since the Ed.S. is an accepted credential for school district superintendent positions in Indiana.

      The program proposed herein would be the first Ed.S. in the state specifically focused on higher education administration (There is no other such program listed in the State’s program inventory, https://transferin.net/transfer-resources/transfer-databases/academic-program-inventory/)

      ii. Similar Programs at Institutions Outside Indiana
         • Institutions in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program, offering (on-campus and/or distance education) programs that are similar to the proposed program. If relevant, include information on topics such as: program options or specializations; institutional or programmatic accreditation; and preparation for licensure or certification.

      As in Indiana, several universities in contiguous states offer Ed.S. in K-12-focused educational administration. One of those programs (at the University of Michigan, Dearborn) specifically mentions community college administrators, but does not appear to market to four-year college administrators.

   b. Related Programs at the Proposing Institution
      • Identify programs at the proposing institution that compliment, strengthen, or otherwise would be impacted by the proposed program.

      The Ed.S. in Higher Education Administration would be an integral part of the HESA program’s offering that currently include an M.S.Ed., Ed.D., and Ph.D. Because of this infrastructure, adding the Ed.S. requires no additional resources, since the classes have some unused capacity that these students would fill. Additionally, the program would generate credit hours in other School of Education programs (for example, there are 6 credits of Inquiry requirements) as well as for minor requirements (9 credits)

6. Preparation for and/or Collaboration with Other Programs
Proposal for Ed.S. in Higher Education Administration

a. Preparation for Graduate Programs
   • Does this program prepare students for one or more graduate programs? If so, please describe.

This is a graduate program, although a student who enters and decides they wish to go further for an Ed.D. or Ph.D. would be in an excellent position to do so as they will have completed the curricular requirements of those programs.

b. Articulation of Associate/Baccalaureate Programs
   • All institutions proposing associate or baccalaureate degrees must address program articulation pathways.
   • For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

Not applicable

c. Collaboration with Similar or Related Programs on Other Campuses
   • Indicate any collaborative arrangements in place to support the program.

Although there are no academic program collaborations, because students in this program will likely be employed at Indiana University and other Indiana colleges and universities, there is collaboration, through the students, with their work units. For example, students typically chose work-related projects for their assignments, that often contribute substantively to the unit’s assessment and improvement efforts.

7. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion
   • Credit hours required for the program and how long a full-time student will need to complete the program

The program is proposed to be 60 credit hours. Like current Ed.D. students, many of whom are full-time employees, the Ed.S. students will be advised to enroll in 6 credit hours per semester, whenever possible, and take advantage of summer course availability. At 12 credits per year, a student would complete in 5 years, but students who can take 6 credits, per semester and summer term (18 per year), would complete in less than 4 years.

Appendix 3: Credit Hours Required/Time To Completion

b. Exceeding the Standard Expectation of Credit Hours
   • If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.

Not applicable

c. Student Engagement Experiences with Career Relevance
The proposal should describe student engagement experiences with career relevance, which are described as ones that:
   • Are rooted in an authentic real-world context and involves students in intentional reflection on that experience;
Proposal for Ed.S. in Higher Education Administration

- Place an emphasis on the development of multiple career readiness competencies as defined by the National Association of Colleges and Employers (NACE); and
- Occur within traditional classroom environments and beyond the classroom settings either on or off campus or in virtual/online modalities.

This program is designed for working professionals, so it is directly career relevant. Students in the existing higher education graduate programs (M.S., Ed.D., and Ph.D.) are simultaneously engaged with practical experiences related to their learning. All M.S. students must have a graduate assistantship in a university function or office. Many Ed.D. and some Ph.D. students also work in the career in which they are being further educated and trained. Ph.D. students who are not working are engaged in scholarly and practical research through the faculty’s range of research and practice engagements.

The program incorporates several professional standards in its curriculum, as promulgated by the Council for the Advancement of Standards in Higher Education (https://www.cas.edu/).

d. Program Competencies or Learning Outcomes
- List the significant competencies or learning outcomes that students completing this program are expected to master, which would be available to prospective students and other interested stakeholders and which would be included on the institution’s web site and published to the Indiana Credential Registry.

Appendix 4 contains a list that of program competencies and learning objectives developed by the program faculty

e. Assessment
- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Student mastery first is assessed at the course level, where learning outcomes are specified and course projects and assignments relate directly to those outcomes. The courses in the curriculum incorporate many authentic work projects into class assignments as students are encouraged to link their class work directly to their ongoing work experiences.

Program level mastery is assessed primarily through the program capstone project which requires students to substantively integrate their learnings and apply them to an authentic work problem.

f. Licensure and Certification
Graduates of this program will be prepared to earn the following:
- State License:
- National Professional Certifications (including the bodies issuing the certification):
- Third-Party Industry Certifications (including the bodies issuing the certification):

There is not licensing available for postsecondary education administrators

g. Placement of Graduates
- Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.
Proposal for Ed.S. in Higher Education Administration

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Most participants in the program will already be within a career in which they either seek advancement or new directions. The success of the program in preparing students for advancement will be monitored by the employment changes that students make during the program or after they complete.

h. Accreditation
- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.
- Reason for seeking accreditation.

Not applicable

8. Projected Headcount and FTE Enrollments and Degrees Conferred

We anticipate enrolling 2-3 new students in the first few years, eventually building up to 5-6. In addition, we expect perhaps 2-3 students in the Ed.D. and Ph.D. programs to switch into the Ed.S. track. This will specifically be for those doctoral students who reach candidacy level and no longer find it feasible to conduct a dissertation study. Currently such students leave the program with no formal credit for having completed the curriculum. Students will now have a secondary route to completion, conducting a capstone project rather than completing a dissertation study.

  a. Provide a brief rationale for how the enrollment and degrees conferred projections were developed.

We derive these numbers based on the trends in program enrollments, shown in the following two charts. The closely related existing program, the Ed.D. is the smallest of the three programs but been growing most consistently over the last five years. We will tap this market further as we know from inquiries into our program that there are several students who do not engage with our program because of the dissertation requirement.

  b. Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus at which the program will be offered
• If the program is offered at more than one campus, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
• Round the FTE enrollments to the nearest whole number
• If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections

**Proposed Enrollments**

<table>
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<tr>
<th>Enrollments Projections (Headcount)</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
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<tbody>
<tr>
<td>Full-Time</td>
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<tr>
<td>Part-Time</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>14</td>
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</table>

<table>
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<tr>
<th>Enrollments Projections (FTE)</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
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<tbody>
<tr>
<td>Full-Time</td>
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<td>0</td>
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<tr>
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<td>7.0</td>
</tr>
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</table>

| Degrees Conferred Projections*     | 1    | 1    | 2    | 3    | 4    |

*Some late term students in the doctoral programs (Ph.D. and Ed.D.) are expected to switch tracks in order to complete*

Degree Level: 7 (Specialist)

CIP Code: 13.0406 Higher Education/Higher Education Administration
Appendix 1. Job Outlook

From: https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-6

Postsecondary Education Administrators

Job Outlook

Employment of postsecondary education administrators is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations.

About 17,600 openings for postsecondary education administrators are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Employment growth in the occupation is tied to student enrollments at colleges and universities.

People will continue to seek postsecondary education to accomplish their career goals. As more people enter colleges and universities, more postsecondary education administrators will be needed to serve the needs of these additional students.

Additional admissions officers will be needed to process students' applications. Registrars will be needed to direct student registration for classes and ensure that they meet graduation requirements. Student affairs workers will be needed to make housing assignments and plan events for students.

Provosts and academic dean positions will be limited, since there is typically a set number of these positions per institution.

Despite expected increases in enrollment, employment growth in public colleges and universities will depend on state and local government budgets. If there is a budget deficit, postsecondary institutions may lay off employees, including administrators. If there is a budget surplus, postsecondary institutions may hire more employees.

Employment projections data for postsecondary education administrators, 2021-31

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<td>Education administrators, postsecondary</td>
<td>11-9033</td>
<td>210,100</td>
<td>225,600</td>
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Indiana

O*Net projections for the State of Indiana
Indiana Employment Trends
11-9033.00  -  Education Administrators, Postsecondary

View trends for state: Indiana

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<th>In Indiana:</th>
<th>In the United States:</th>
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<td>Employment (2018)</td>
<td>3,750 employees</td>
<td>178,800 employees</td>
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<tr>
<td>Projected employment (2028)</td>
<td>4,030 employees</td>
<td>192,200 employees</td>
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<tr>
<td>Projected growth (2018-2028)</td>
<td>8%</td>
<td>Average</td>
</tr>
<tr>
<td>Projected annual job openings (2018-2023)</td>
<td>330</td>
<td>14,500</td>
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Appendix 2: Letters of Support

Letter 1 of 3: From EdD student who did not finish the program

From: Nouri, Richard Spencer
To: Borden, Victor N.H.
Subject: EdS. support
Date: Monday, November 14, 2022 4:03:34 PM

Good afternoon Vic,

I would like to lend my support for the creation of an Education Specialist (Ed.S.) degree in the Indiana University School of Education, Higher Education and Student Affairs program. I know that in my situation I had always made sure I was hitting the appropriate doctoral milestones at the correct time, if not ahead of schedule, all while working full time and with two very busy children. I was also making connections within IU, other institutions of higher education within the U.S. and internationally, as well as federal and state governments who might have recent data on veterans. I was very pleased with where I was upon completing my qualifying exams and reaching candidacy. I had every intention of completing my doctorate. I had put in many years of course work, writing, discussions, planning, conceptualizing, attending conferences across the country, educating many on the concerns of student-veterans.

What I could not plan for however were the challenges of a major student information system upgrade as well as the nature and breadth of my own work expanding exponentially. My work had always been in service to the entire IU system not just one campus, but the criticality and depth of my new data responsibilities and rapid expansion prior to and throughout the Student Services Initiative had left me with precious little time to return to writing the dissertation.

The Ed.S. is for “Education Specialist.” It was not my intent to become someone representative of who the Ed.S. would be for but here I am one of many who are ABD throughout IU, some at the highest levels of administration, all who worked tirelessly in their doctoral programs while also putting that same effort into the diverse work we do throughout the IU system. The Ed.S. would be an appropriate program to allow experienced, practicing professionals who had successfully met all other doctoral program requirements, except the completion of the dissertation, an alternative path to bring that thought-provoking period of study to a successful close.

Thank you for considering my thoughts.

Rich Nouri, M.A., M.S.
Deputy Student Data Steward
Indiana University
University Student Services & Systems
Office of Student Data Management and Access
Von Lee 300
517 E Kirkwood Ave
Bloomington, IN 47408
rnouriie@iu.edu
812-856-2023
Hello Professor Victor M. H. Borden,

It is with immense pleasure that I recommend the proposal for the creation of a Ed.S. program in Higher Education Administration receive strong consideration.

As a 2010 alumna of the Higher Education and Student Affairs doctoral program, I have witnessed some of my peers complete the curriculum, but are unable to fulfill the dissertation requirement for various reasons.

It was unsettling to realize that all of their efforts would only result in three letters, “ABD,” which typically hold such a negative connotation.

The attainment of an Ed.S. in Higher Education Administration is a wonderful option and recognition of curriculum efforts.

Additionally, as the Vice President for the IUB Staff Council, one of my aims is to provide additional on-campus professional development opportunities as a way to “enhance the quality of life of IUB staff not represented by a union, while supporting the institutional mission.”

An Ed.S. program in Higher Education Administration aligns with the IUB Staff Council’s efforts and is an innovative and noble approach to fostering the professional development of the IUB staff.

Finally, as an advocate for diversity, equity, belonging, and inclusion, an Ed.S. program in Higher Education Administration represents IUB’s creative activity and commitment “to challenging an inspired undergraduate, graduate, professional, and lifelong education; to culturally diverse and international educational programs and communities.”

Specifically, I am confident that an Ed.S. program in Higher Education Administration will attract a diverse and inclusive talent pool.

I am certain that an Ed.S. in Higher Education Administration program is congruent with the institution’s historical story of “broad-minded thinkers and impressive feats,” highlights IUB’s mission to keep the institution “on the course of greatness,” as well as demonstrates a renewed commitment to professional development for all staff.

Therefore, I wholeheartedly provide this letter of support for a Ed.S. program in Higher Education Administration.

If you have any questions, comments, and/or considerations please do not hesitate to contact me.
From: Applegate, John Strait <jsapple@indiana.edu>
Sent: Sunday, February 5, 2023 8:10 PM
To: Borden, Victor M.H. <vborden@iu.edu>
Subject: Ed.S. in Higher Education

Dear Vic –

Thank you for sharing with me the proposal for the proposed Higher Education Ed.S. credential. I believe both the purposes you propose for the program are compelling. First, there is significant value (and justice) in providing a meaningful credential to individuals who have completed the curriculum but without completing a dissertation. In addition, it supports their employing institutions in communicating accurately the expertise and experience of their staff members. Second, I believe that the Ed.S. program will attract IU staff who seek to grow professionally, but know they do not have the time to consider completing a dissertation project. In my experience in IU academic administration (2007-2023), and particularly in supporting new curricular offerings, “off-ramp” degrees are valuable to students and we don’t offer enough of them, and I commend the IUB School of Education for addressing this need.

Finally, the benefits of the program are clearly outweighed by the almost negligible added cost of advising time. Programs that bring diverse students into our existing classes (since new classes are not being added) contribute to the quality of learning in those classes, as well as the institution’s financial health.

Best regards,

John

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John S. Applegate
James Louis Calamazas Professor of Law
Indiana University Maurer School of Law
211 South Indiana Avenue
Bloomington, IN 47405
812-855-9198
Appendix 3: Credit Hours Required/Time To Completion

Educational Leadership and Policy Studies
Ed.S. in Higher Education (60 credits)

Major Requirements (27 – 30 credits)

Core Requirements (9 credits)
- C620 Pro Seminar in Higher Education (3 cr.)
- C654 Higher Education in the United States (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)

Other Courses in the Major (18-21 credits selected from the following)
- C655 Higher Education and Public Policy (3 cr.)
- C656 American Community Colleges (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C680 Philanthropy in Higher Education (3 cr.)
- C692 Equity in Higher Education (3 cr.)
- C695 Academic Problems in Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment in Higher Education (3 cr.)

Inquiry Requirements (9 credits)

Core Requirements (6 credits)
- Y520 Strategies for Educational Inquiry (3 cr.) or Y521 Methodological Approaches to Educational Inquiry (3 cr.)
  ▪ Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.
- Y502 Intermediate Statistics (3 cr.)

Other Inquiry Courses (3 credits)
One additional inquiry courses selected in consultation with the program advisor. Core inquiry courses for the School of Education shall include all Y-prefixed courses offered in the School of Education EXCEPT Y500, Y590, Y660, Y690, Y795, and Y799. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (9 credits)
Course work should focus on the research and scholarship of an academic discipline that provides a useful perspective on the study of higher education. This perspective often influences the topic or methodology used in the dissertation. The minor may be any University Graduate School approved minor outside of the HESA program.

Elective Requirements (9-12 credits)
- Course work must be relevant to your program and should be selected in consultation with the program advisor.
Proposal for Ed.S. in Higher Education Administration

**Capstone and Practicum Requirements (6 credits, selected from the following)**

- C675 Supervised College Teaching (1–3 cr.)
- C678 Capstone in Institutional Research (3 cr.)
- C690 Independent Study in Higher Education (1–3 cr.)
- C747 Practicum in Administration (1–3 cr.)

**Additional Program Requirements**

**First Year Review**

At the end of the first year (or after 18 credit hours of course work for those not enrolled full time), doctoral students must participate in the First-Year Review process. Instructions for this review can be found on the HESA web site. The advisor will assess performance to date and future program plans. The focus of the review is assessing a student’s ability to: 1) clearly articulate thoughts and ideas in an organized manner (written and orally), 2) analyze and synthesize research in order to formulate an opinion or argument, and 3) successfully complete program requirements, including the capstone experience.

**Semester by Semester Plan Taking 2 Courses Fall Spring and Summer (10 semesters/terms total)**

In the following chart, the three major core courses (9 credits) and one inquiry core course (3 credits) are specifically referenced. Six other major courses (18 credits) are designated EDUC-Coth1-6; Other inquiry (6 credits), three minor courses (9 credits), four elective courses (12 credits), and the Capstone Requirement (represented here as one 6-credit term project)

<table>
<thead>
<tr>
<th>Y1 Fall</th>
<th>Y2 Spr</th>
<th>Y1 Sum</th>
<th>Y2 Fall</th>
<th>Y2 Spr</th>
<th>Y2 Sum</th>
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<tbody>
<tr>
<td>EDUC-C620</td>
<td>EDUC-C664</td>
<td>EDUC-Coth1</td>
<td>EDUC-Coth2</td>
<td>EDUC-Coth3</td>
<td>EDUC-Coth4</td>
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<tr>
<td>EDUC-C654</td>
<td>EDUC-Y520/1 (Inq 1)</td>
<td>Minor 1</td>
<td>Minor 2</td>
<td>Inquiry 3</td>
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<tr>
<th>Y3 Fall</th>
<th>Y3 Spr</th>
<th>Y3 Sum</th>
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<tr>
<td>EDUC-Coth5</td>
<td>EDUC-Coth6</td>
<td>Elective 3</td>
<td>Elective 5</td>
<td>Capstone (6 credits)</td>
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<tr>
<td>Elective 1</td>
<td>Minor 3</td>
<td>Elective 4</td>
<td>Elective 6</td>
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</table>
### Appendix 4: Program Learning Competencies and Objectives

#### Higher Education Program High Level Competencies

<table>
<thead>
<tr>
<th>Evidence-based practices (EBP)</th>
<th>Historical perspective (HISTORY)</th>
<th>Research</th>
<th>Teaching</th>
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</thead>
<tbody>
<tr>
<td>Diversity, Equity, Inclusion and Justice (DEIJ)</td>
<td>Communication Skills (COMM)</td>
<td>Higher Education Organization Leadership Knowledge and Skills (ORG/LEAD)</td>
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</table>

#### Program Learning Objectives Mapped to Competency Clusters

<table>
<thead>
<tr>
<th>Objective</th>
<th>DEIJ</th>
<th>EBP</th>
<th>COMM</th>
<th>HISTORY</th>
<th>ORG/LEAD</th>
<th>RESEARCH</th>
<th>TEACHING</th>
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<tbody>
<tr>
<td>Explain the roots or origins of contemporary problems and conditions in US higher education</td>
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<td>Appreciate the value of history of higher education for one’s own scholarship and practice</td>
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<tr>
<td>Use archives and records to preserve institutional memory and/or to inform decisions</td>
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<tr>
<td>Be a critical reader of historical descriptions, claims, and arguments (e.g., Golden Age) in scholarship and the media</td>
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<tr>
<td>Trace the historical roots of problems and issues in higher education</td>
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<tr>
<td>Explain the forces changing the structures and mission of higher education over time</td>
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<tr>
<td>Identify the politics embedded in historical narratives (whose voice is heard, whose is not?)</td>
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<td>Recognize the different histories and characteristics of diverse institutional types</td>
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<td>Explain factors influencing who has had access to what types of education over time—and why</td>
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<td>Evaluate historical evidence of outcomes of higher education policy</td>
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<td>Effectively communicate recommendations for policy and practice formulation of changes, based on accurate and relevant evidence.</td>
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<td>Discern between empirically supported vs. proclaimed effective practices.</td>
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<td>Apply key concepts and practices when leading and transforming higher education institutions and units within them to be more equitable.</td>
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<td>Advocate for minoritized populations within institutions of higher education.</td>
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<td>Analyze institutional and program change processes to provide achievable recommendations for program or institutional improvement.</td>
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<td>Communicate ethically, responsibly, and effectively as higher education leaders and scholars</td>
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<td>Communicate competently with diverse groups.</td>
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<td>Compose and effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.</td>
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<td>Construct effective written messages in various formats and styles, to a variety of diverse audiences.</td>
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<td>Outline distinctions between higher education P12 education as well as between types of HEIs</td>
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<td>Construct and initiate a research proposal applying critical frameworks and theories</td>
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<td>Identify, summarize, and synthesize literature on equity issues and concerns</td>
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<td>Identify and select data sources and methodological approaches that adequately address posed research questions. (cognitive)</td>
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<td>Design and execute a research study that is conceptually grounded. (cognitive)</td>
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<td>Clearly identify/articulate how their research contributes to higher education needs, issues, and future</td>
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<td>Identify, develop, and express paradigms, epistemologies, and worldviews that influence research</td>
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<td>Critically use data to initiate research and/or a new practice to make change. (psychomotor)</td>
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<td>Design an inclusive course, grounded in a learning theory; including course syllabus</td>
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<td>Define college curriculum and identify its elements</td>
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<td>Include diversity, equity, and justice into curricular plans and processes</td>
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<td>Analyze a current curricular issue and relate it to key historical debates about collegiate curricula</td>
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<td>Develop a teaching philosophy and accompanying statement, which includes a diversity statement</td>
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<td>Explore a range of tools (e.g., specific instructional technology tools, small-group learning, classroom assessment technique, service-learning) one can use to advance diverse student learning</td>
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<td>Apply evidence to improve instruction</td>
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<td>Evaluate evidence of student learning</td>
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<td>Build and teach an inclusive lesson with confidence.</td>
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