



October 24, 2017

Jeffrey L. Kirk, Ph.D.
Associate Provost and Associate
Vice President of Academic Affairs
Texas A&M University-Central Texas
1001 Leadership Place
Killeen, TX 76549

Dear Dr. Kirk:

Thank you for the letter and prospectus of May 17, 2017, notifying SACSCOC of your intention to offer the Master of Education in Higher Education Leadership degree program, effective August 15, 2018. The University has requested approval of the program from the Texas Higher Education Coordinating Board (THECB). **Please provide the Commission the documentation with the date of approval once the program has been approved by the THECB.**

The proposed new degree program aligns with three imperatives in the institution's strategic plan: ensuring relevancy of curricula to community needs; preparing students to be successful after graduation; and strengthening community linkages/partnerships. In addition, a growing need for professional employees of institutions of higher learning to "hold an earned graduate or professional degree in a field relevant to the position they hold" (Council for the Advancement of Standards, 2012, p. 31) is becoming apparent. Since Texas A&M University – Central Texas (Texas A&M-Central Texas) is in proximity to several institutions of higher education and the closest public university to offer a similar degree is 90 miles distant, the new degree program will meet a regional (as well as national) need based on increasing competition in higher education employment opportunities. The program is designed to provide broad foundational skills in higher education history and culture, institutional administration, research methodology, organizational assessment, student development, human and financial resources management, and higher education law.

The new degree program requires the completion of 30 credit hours. The program will be offered in a blended format. Anticipated enrollment over the first five years of the program is projected at 60 students. The program curriculum has 21 credit hours in the core, and nine credit hours in one of two emphasis areas: Organizational Change or Technology Enhanced Learning. Student learning outcomes for the program are aligned with the standards of the Council for the Advancement of Standards in Higher Education (CAS), and recommendations from the Council for the Advancement of Higher Education Programs (CAHEP). The student learning outcomes reflect assessments in three broad areas: foundations in higher education history, organization, and administration; conceptual frameworks; and leadership philosophy. Evaluation will include the standard institutional SLOs assessment and program review. Course descriptions were provided, in addition to admission and graduation requirements. Administrative oversight will be provided by College of Education Department of Educational Leadership and Dr. Morgan Lewing as the Graduate Program Coordinator.



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The faculty roster describes the qualifications of one full-time and three part-time faculty members. The one full-time faculty member and Program Coordinator, Dr. Lewing, holds the Ed.D. in Leadership in Educational Administration (Higher Education emphasis). Dr. Russell Porter also holds the Ed.D. in Higher Education Administration.

While the following faculty members may be qualified to teach the courses assigned, those qualifications are not clear, and the institution should provide additional explanatory information concerning their qualifications.

Lisa Bunkowski holds the Ph.D. in History (the Ed.D. in Educational Leadership is in progress); teaches HIEP5301 History and Organization of Higher Education; HIED5309 Introduction to Technology Enhanced Learning; HIED5306 Critical Issues in Higher Education; HIED5310 Utilizing Technology in Course Design and Development; HIED 5305 Research Methods in Higher Education; and HIED5311 Leadership in Distance Learning.

Richard Schilke holds the Ed.D. in Adult and Continuing Education; teaches HIED5309 Introduction to Technology-Enhanced Learning; HIED5310 Utilizing Technology in Course Design and Development; and HIED5311 Leadership in Distance Learning.

Please consult Comprehensive Standard 3.7.1 which requires that the institution document the qualifications of faculty members to teach the courses assigned to them. These qualifications may include such things as academic preparation, professional experiences, research, and publications but they must be specified and related to the courses assigned. If a faculty member has earned graduate credits that relate to the course(s) assigned but the credits would not be readily apparent from the degree earned, the graduate courses and credits should be listed and the relationship to the assigned courses should be clear. The institution must make its case that the number and nature of the graduate credits are sufficient to qualify the faculty member to teach the courses assigned.

Library and learning resources appear to be adequate for the program. Standard library resources include adequate library staff, print and electronic materials, and instructional services. In addition to standard library resources, a list of eighteen discipline-specific electronic databases in related education fields was provided.

Student support services also appear to be adequate. Along with standard academic support services, for example, financial aid, advisement, student records, admissions, and so on, other support provided to students includes disability services, counseling, career services, tutoring, student engagement, veteran's affairs, a writing center, and technology support.

Physical resources and financial support appear to be adequate for the new program. Classrooms, computer labs, lecture halls, and office space are available to support the program. A five-year budget provides a projection that revenues should exceed expenditures by over \$200,000.



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Evaluation and assessment follow a standard process at the University. An assessment plan is developed as a part of the creation of any program curriculum at the institution. Each program unit provides annual assessment plans through the institution's Continuous Improvement Process. The plans contain the unit's mission, goals, student learning outcomes, assessment measures, and annual performance targets. The Continuous Improvement Process is managed using Taskstream, a software management system. As noted above, outcomes for the M.Ed. in Higher Education Leadership program were provided.

We defer action concerning the Master of Education in Higher Education Leadership degree program pending review of the above requested information. Pleased provide this information as soon as it is available.

Enclosed is an invoice for \$500 to help defray the cost of reviewing the prospectus.

Best regards,

A handwritten signature in black ink that reads "Kevin W. Sightler".

Kevin W. Sightler, Ph.D.
Director of Substantive Change

KWS/LCS:efk

Enclosure

cc: Dr. Marc A. Nigliazzo, President
Dr. Crystal A. Baird



Southern Association of Colleges and Schools
 Commission on Colleges, Inc.
 1866 Southern Lane
 Decatur, GA 30033-4097

INVOICE

Date	Invoice #
10/24/2017	4188

Bill To
Texas A&M University Central Texas 1001 Leadership Place Killeen, TX 76549-5901

Due Date	Account #
Due upon receipt	50725

Description	Amount
REVIEW OF SUBSTANTIVE CHANGE PROSPECTUS FEE	
Substantive Change Fee for transmitting a prospectus to offer the Master of Education in Higher Education Leadership degree program, effective August 15, 2018.	500.00

Please make checks payable to SACSCOC. Attn:Business Office and/or Sharon Wilks	Total	\$500.00
	Payments/Credits	\$0.00
	Balance Due	\$500.00

Questions, please contact Sharon Wilks @ 404-679-4501 ext 4507 or 404-994-6540

Phone #	Fax #	E-mail
404-679-4501 ext 4507	404-994-6590	swilks@sacscoc.org

Web Site
www.sacscoc.org