

HIGHER EDUCATION, MASTER OF ARTS

The Master of Arts (M.A.) in Higher Education is a 30-credit degree program designed to enhance students' and professionals' contributions to higher education, preparing them for a broad range of administrative roles in this growth area as well as to conduct research related to their work. Many of our students are working professionals in higher education, faculty in community colleges looking for advancement, and others are exploring student success.

This program is flexible, offering part-time study in five semesters. This program provides contemporary perspectives on careers, policies, administration, history, organization, social justice and educational equality, data-based decision making and teaching in post-secondary education. The final project is an opportunity for either a practicum or a professional project directly related to participant's area of interest.

Prior Learning Assessment

For students with more extensive applied experience or study in an area related to adult learning, the program allows for up to 12 credits of evaluated learning through prior learning assessment and/or transfer credit. The American Council of Education has evaluated some credit sources from organizational or military learning at the graduate level that, when applicable, can be used in a student's program. In addition, in consultation with program faculty, students can submit learning essays to be considered for graduate level prior learning assessment and credit toward their degree.

PROGRAM DELIVERY AND TUITION RATE

While most of this program is delivered online asynchronously, some courses may have a small number of synchronous supplemental learning opportunities via webinars or virtual environments. Instructors will make an effort to schedule these activities at times that work for their students. In addition, due to the nature of some courses, students may be required to access or acquire additional software and/or hardware for some course activities. Students will be notified of additional requirements in a course's full syllabus. This program is billed at the non-MBA rate.

ADMISSION

Admission to this program is selective. This program enrolls new students in the fall, spring, and summer terms. Applicants should possess a bachelor's degree.

APPLICATION

Please see the Graduate Admissions (<http://catalog.sunyempire.edu/graduate/admission/>) pages of this catalog for a complete listing of materials required to complete a graduate application.

PROGRAM CURRICULUM

M.A. in Higher Education Curriculum

Code	Title	Credits
ADLC 6020	Approaches to Critical Inquiry & Research	3
EDHE 6031	Administration and Leadership in Higher Education	3
EDHE 6032	Economics and Finance in Higher Education	3
EDHE 6034	History and Philosophy of Higher Education	3
EDHE 6080	Fostering Student Success and Equity in Higher Education	3

Select two of the following courses:		6
ADLC 6005	Rethinking Experience & Learning in Adulthood or ADLC 6010 Learning & Development in Contemporary Adulthood or ADLC 6015 Strategies for Effective Adult Learning	
Higher Education Electives (select two):		6
EDHE 6030	Issues in Contemporary Higher Education or EDHE 6035 Student Affairs Theory and Practice or EDHE 6037 Identity, Intersectionality and College Student Development or ADLC 6050 Organizational Development and Change or ADLC 6070 Adult Learners in the Community College or ADLC 6100 Career Skills Management: Training and Development or EDHE 6085 Comparative & International Education or EDLC 7014 Immigration and Higher Education or EDLC 7013 Data Informed Decision Making in Higher Education	
ADLC 7015	Final Project	3
Total Credits		30

Upon successful completion of the program, students will be able to:

- Engage in the public discourse of adult and higher education as writers, speakers, and producers of digital information, the ability to explore adult learning through multiple conceptual lenses, the ability to define problems, ask questions, and find appropriate methods of problem-solving and research in their scholarly inquiry and professional practice;
- Demonstrate the skills of critical analysis, synthesis and evaluation and of informed and effective communication;
- Enhance practices as critically reflective practitioners, developing habits of reflective practice and recursive learning, habits of intentional and ethical practice, awareness of themselves as social actors in their capacities of learners and educators;
- Describe skills in designing, developing, and deploying effective and innovative learning environments and learner supports for adult and higher education audiences with attention to learner needs, respect for the diversity of social and personal experience, and effective program administration;
- Recognize and address the ways in which disparate knowledge claims and discourses intersect with power relationships, including building an awareness of multiple paradigms concerning participation, leadership, service, advocacy, and social and intellectual critique; and
- Demonstrate abilities to work collaboratively with others with differing perspectives and ways of knowing, will gain an appreciation for multiple sources of learning and develop critical perspectives on adult education, including both academic and field-based practices.