



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Higher Education Masters

Student Handbook

*A guide to masters requirements for students in Higher Education
within the Department of Educational Leadership and Policy Studies
at Florida State University*

2022-23

Approved Spring 2022

The policies identified in this document are to be construed in light of existing University policies and with deference to the requirements imposed on graduate education by the College of Education, University, the Board of Trustees of Florida State University, and the Governing Board of the State University System of Florida. The information outlined is subject to change and students should be alert to announced revisions required by the faculty of the program, the department, College and University.

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****NOTE:** Although we have tried to outline relevant policies in this document, students should refer to the documents maintained by offices which govern specific policies (e.g., the College of Education, Graduate School, Registrar’s Office).**

Section 1: THE HIGHER EDUCATION PROGRAM

Land Acknowledgment

We, within the Higher Education Program, acknowledge that our Program is located on the indigenous lands of the Apalachee Nation, the Muscogee (Creek) Nation, the Miccosukee Tribe of Florida, and the Seminole Tribe of Florida. We highlight and pay respect to this history because we understand how the state of Florida and Florida State University came to be settled on these lands. We recognize this land as scarred with a painful past of enslavement, settler colonial violence, the desolation of culture, and the forced removal of indigenous bodies. Despite this, we respect the cultural and ceremonial practices these Indigenous nations maintain in and around Tallahassee today. As educators, we honor the knowledge of these tribes and their people and acknowledge that Indigenous students, faculty, and administrators are vital to higher education. We embrace the decolonization of our educational system and commit to disrupting suppressive systems through the explorations of many truths and lived experiences and creating room for those who are often excluded by harmful colonial erasures in our practice and pedagogy.

Mission Statement

The mission of the higher education program is to prepare leaders who contribute solutions to the challenges facing higher education and society. The program provides a student-centered learning community; promotes a culture of critical inquiry; emphasizes the discovery, integration, and application of knowledge about higher education; fosters a caring, collaborative, and inclusive environment; and encourages educational transformation and change.

Core Values

We value and attempt to create a learning community in which students develop a framework of knowledge that enables them to think critically, articulate values, and put their knowledge and skills to use. We value and seek to develop collaborative relationships in which faculty, students, staff, and practicing professionals identify and share in the realization of mutually valuable learning outcomes.

We value and try to create an open community based upon democratic ideals in which freedom of expression is protected, civility is affirmed, and appreciation and understanding of individual differences are honored and respected. In this light, we value a caring community in which the well-being of each person is important, and a life-net supports every member.

Pillars

Within our values, we hold three pillars as central to our teaching, research, and service to the university and higher education profession. Leadership, Social Justice, and Student Success are key components to program. We aim to train students and disseminate knowledge around these topics, as evident by our course offerings, publications, and professional involvement. Leadership, Social Justice, and Student Success guide our program and can be found in various aspects of the curriculum and events we organize for our students.

Master's Program information

The Florida State University Higher Education Program prepares individuals for careers in administration, management, and leadership in public and private, two-year and four-year colleges, universities, and other institutions. A student's program of study is designed around required core courses, as well as elective courses. Other learning experiences, such as internships and graduate assistantships, add practical experience to the learning process. Each student is encouraged to pursue their own educational and professional goals to the extent possible within a wide range of curricular choices. In general, the curriculum is designed to provide students with appropriate knowledge about the professional field while grounding students in the theoretical framework necessary to guide current and future study and career development in higher education. Many courses use practical examples, case studies, and simulations to facilitate theory to practice learning opportunities and applications.

The master's degree program is the Master of Science (M.S.) in Higher Education with an emphasis in Student Affairs. The M.S. degree requires a minimum of thirty-six (36) hours of course work. All courses taken for the Master's degree must be graduate-level courses.

The M.S. degree in Higher Education is designed to prepare students to work in student affairs positions in a variety of settings as well as preparation for doctoral programs in the future if they so choose. Graduates are employed in all aspects of student affairs including housing, Fraternity and Sorority life, student activities, orientation, career development, academic advising, union administration, judicial affairs, services for students with disabilities, and generalist positions. The emphasis of this program is on the administration of student affairs and student development. Students who plan to work in the student affairs field should enroll in this program.

A graduate of the M.S. program in student affairs will:

- Demonstrate knowledge of the foundations of higher education and student affairs, including knowledge of the history and philosophy of education, theories of student development, and the effects of college on students.
- Demonstrate knowledge of professional practice, including organization and administration of student affairs; advising, leading, and managing techniques; and fundamental uses of assessment, evaluation, and research in understanding organizational and individual behavior.
- Communicate an understanding of the diverse cultural backgrounds of college students and the characteristics of college students.
- Delineate a personal code of professional ethics and philosophy of student affairs that would guide action.
- Demonstrate the acquisition and use of knowledge, skills, values, and NASPA-ACPA professional competencies through supervised practice in the form of internships, assistantships, or a full-time position in a higher education setting, and through

applications such as case studies, case problems, and simulations.

Program of Study

In consultation with the academic advisor, students develop a Program of Study, which they proceed to follow to the completion of the degree. The forms for the program of study should be completed online; you can obtain it from the College of Education's "Information for Students/Academic Support" website found here: <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. Full-time students should file an approved Program of Study with the Office of Student Services (OASIS) by the end of the second semester of graduate enrollment. Part-time students should file an approved Program of Study by the time they have accrued 18 credit hours. A completed Program of Study must include both the Major Professor/advisor and Department Chair electronic signatures. Students completing a thesis should visit the OASIS website for additional Program of Study approval requirements. The program of study may be modified before applying for graduation.

Master of Science in Higher Education (Student Affairs Emphasis)

(Minimum of 36 total credit hours required for graduation)

Required Core Courses (Typically, but not necessarily, taken in order outlined below)

- EDH 5051 Higher Education in America: Basic Understandings (3)
- EDH 5045 Student Development Theories (3)
- SDS 5040 Introduction to Student Affairs (3)
- EDH 5046 Diversity in Higher Education (3)
- EDH 5078 Outcomes Assessment in Higher Education I: Study Design (3)
- SDS 5804 Practicum in Student Personnel (3)
- EDH 5931 Leadership Education and Learning (3)
- EDH 5079 Outcomes Assessment in Higher Education II (3)
- EDH 5630 Capstone in Higher Education (3)
- *EDH 5944 Internships or Thesis (3; see note below)*

Electives

- EDF 5089 Black and Latino Education: History and Policy (3)
- EDF 5519 History of Higher Education (3)
- EDF 5630 Sociology of Education/Higher Education (EDH 5005) (3)
- EDH 5042 Student Success in College (3)
- EDH 5054 The American Community College (3)
- EDH 5055 Introduction to Institutional Research (3)
- EDH 5095 Strategic Planning in Higher Education (3)
- EDH 5305 College Teaching: Instruction (3)
- EDH 5309 Technology in Higher Education (3)
- EDH 5405 Legal Aspects of College (3)
- EDH 5506 College & University Business Administration (3)
- EDH 5507 College and University Budgeting (3)

- EDH 5639 Management in Higher Education (3)
- EDH 6401 Public Policy in Higher Education (3)
- EDH 6064 Women in Higher Education (3)
- EDH 6067 International Perspectives in Higher Education (3)
- EDH 6505 Finance in Higher Education (3)

(Other higher education courses may be substituted with consent of advisor)

**Internships/Thesis Hours:*

Students with three (3) years of full-time professional experience in a higher education management position may petition the faculty to forego 3 internship credit hours and take another course (elective) in its place. Students seeking an intensive research experience in the field may, within one year of starting classes, petition the faculty to pursue thesis credit in place of the internship requirement. Petitions of either type must be received by the faculty before the student completes 18 credit hours in the program.

Section 2: SELECTED UNIVERSITY POLICIES

Academic Honor System

A major concern of any educational institution, ranking with its concern for the advancement and dissemination of knowledge, is the maintenance of high standards of integrity and responsibility in the academic community. Florida State University recognizes the responsibility of both faculty and students in developing and maintaining these standards. The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the Florida State University Student Conduct Code (6C2-3.004), which can be found in the Florida State University Student Handbook located at <https://dsst.fsu.edu/resources/student-handbook> and the University's Academic Honor Policy, which can be found at <http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy>.

Each student is responsible for abiding by the Academic Honor Policy at all times. The instructor may further define in writing, in the syllabus, or in other documents the instructor's specification of the acts that shall constitute a violation of the Academic Honor Policy. Any student who observes cheating or violates the Academic Honor Policy is expected to report the violation to the instructor of the course. A list of violations is included in the Section 5 – Supplementary Materials.

Academic Honor Policy – <http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy>

The statement on *Values and Moral Standards* says: "The moral norm which guides conduct and informs policy at The Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards." (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <https://registrar.fsu.edu/archive/bulletin/graduate/>)

The statement also addresses academic integrity: "The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one's claims and representations and honesty in one's activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process." (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <https://registrar.fsu.edu/archive/bulletin/graduate>)

Guided by these principles, this Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. The Academic Honor Policy Committee may take direct jurisdiction of a case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate. Students in the College of Law and the College of Medicine are governed by the academic integrity policies and procedures of their respective colleges, which are subject to approval by the Academic Honor Policy Committee.

FSU Academic Honor Pledge

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at The Florida State University. I will abide by the Academic Honor Policy at all times. (Retrieved from the current General Bulletin located at <https://registrar.fsu.edu/archive/bulletin/graduate>)

Academic Honor Violations

Full policy available online at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>

Note: Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

1. PLAGIARISM. Presenting the work of another as one's own (i.e., without proper acknowledgement of the source).

Typical Examples Include: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts, or information without acknowledgement of the source; utilizing ghostwriting or pay-for-paper services; submitting another's work through online thesaurus software.

2. CHEATING. Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise.

Typical Examples Include: Copying from another student's work or receiving unauthorized assistance during a quiz, test, or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information

about an examination before the scheduled exercise; unauthorized collaboration on exams. This includes unauthorized actions taken on any social media platform.

3. UNAUTHORIZED GROUP WORK. Unauthorized collaborating.

Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor. This includes unauthorized actions taken on any social media platform.

4. FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Unauthorized altering or inventing of any information or citation that affects grades given for academic work or attendance.

Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for a class absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. MULTIPLE SUBMISSION. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding whether students may incorporate existing work into new assignments clear in writing.

Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.

Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

7. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another commit an act of academic dishonesty.

Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

Academic Responsibility

Each student shall be responsible for abiding by the Academic Honor Code at all times. The instructor may further define in writing in the syllabus or other documents the instructor's specification of the acts that shall constitute a violation of the Academic Honor Code. Any student who observes cheating or violates the Academic Honor Code is expected to report the violation to the instructor of the course.

ADA Compliance

Florida State University is committed to providing a quality education to all qualified students. The Office of Accessibility Services (OAS) was established to serve as an advocate for FSU students with disabilities and ensure that reasonable accommodations are provided. As a

primary advocate for students with disabilities, the OAS works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom. The OAS offers an opportunity for students to achieve their academic and personal goals. Students are encouraged to take advantage of the wide array of services available from the OAS. For further information, contact the Office of Accessibility Services at 644-9566 (voice); 850.270.5370 (for TDD) or go online to <https://dsst.fsu.edu/oas>.

Grade Appeals System

Formal procedures for grade appeals are outlined at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/grade-appeals-system>

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Vice President for Faculty Development and Advancement.

Step 1. Within fifteen class days (defined throughout the Grade Appeals System as Mondays through Fridays during regular fall, spring, and summer semesters, as noted in the FSU Academic Calendar maintained by the University Registrar. Class days are not dependent on whether an individual student has class on a particular day) following the date that final grades are made available to students, the student must contact the instructor in question to discuss the grade and attempt to resolve any differences. The student should document any attempts to contact the instructor in order to establish that the appeal was begun within this fifteen-class-day period. In the event that the instructor is not available, the student should provide that documentation to the instructor's program or department chair. It is expected that the student will first attempt to resolve the grade dispute with the instructor; however, either the student or the instructor may consult with the appropriate department chair, school director, or designee during this process.

Step 2. If no resolution is reached within this fifteen-class-day period, after the student's documented attempt, the student has an additional ten class days to submit a written statement to the department chair, school director, or designee. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal.

Within twenty class days thereafter, the department chair, school director, or designee will set a date for a meeting of a grade appeals screening committee composed of three students enrolled in the academic unit offering the course to review the appeal. These students should be either

undergraduate or graduate students, depending on the enrollment status of the student challenging the grade. The meeting should occur within that twenty-class-day period, if practicable. Appropriate students who have no conflict of interest will be chosen to serve on this screening committee by a student organization associated with the program or department, if such an organization exists. If none exists or if members of such an organization are not available, the department chair, school director, or designee will select appropriate students who have no conflict of interest. Both the student and the instructor may attend the meeting, as may the department chair, school director, or designee.

The role of the screening committee is solely to determine whether the student has presented sufficient evidence to warrant further review. Within five calendar days after this meeting, the screening committee will render its decision in writing (recommend/do not recommend further review) to the department chair, school director, or designee, the student, and the instructor. A negative decision will end the appeal. A positive decision will trigger the next step in the process.

Step 3. Within fifteen class days of a positive decision from the grade appeals screening committee, the department chair, school director, or designee will appoint and arrange for a meeting of a grade appeals board. The meeting should occur within that fifteen-class-day period, if practicable. The board is composed of three faculty members and two students other than those who served on the screening committee. These students should be either undergraduate or graduate students, depending on the enrollment of the status of the student challenging the grade.

The purpose of this board is to determine whether or not to uphold the final grade assigned by the instructor. The board will consider only the evidence provided by the student and the instructor in making the determination. The student, the instructor, and the department chair, school director, or designee may attend the meeting.

The grade will be upheld unless the evidence shows that the grade was awarded in an arbitrary, capricious, or discriminatory manner, as a result of a gross violation of the instructor's own evaluation (grading) statement. If the original grade is not upheld, the board will recommend that an alternative grade be assigned by the department chair, school director, or designee.

If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Office of Faculty Development and Advancement regarding referral to the Faculty Senate Student Academic Relations Committee.

Note: For additional information regarding general grading practices and approvals, please refer to <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/grade-appeals-system> and the 'Grading Practices' section in the "Academic Regulations" chapter of the *General Bulletin*.

Graduate Assistantships

Although the faculty will assist whenever possible, it is the responsibility of the student to secure a graduate assistantship. We expect our students to perform well in their assistantships; these are real jobs, and they provide students with work experiences. Some assistantships may not be renewable for a second year; lackluster performance or other problems may preclude returning to the assistantship. If a student does not have an assistantship or wishes to change the assistantship for the second year, that student will need to take the initiative by December of the current year with the assistance of the Higher Education Graduate Assistant. As a matter of best professional practice, the student should inform the current assistantship supervisor of the desire to change assistantships. Most applications are due in early-January. For information on new or currently available assistantships, go to the Visiting Days website found here:

<http://www.fsuhesa.org/visiting-days/>

Tuition Waivers

Partial tuition waivers are typically available in the Fall and Spring semesters with most assistantships. Most partial tuition waivers are awarded through the College of Education. The funds are limited, and every good faith effort is made to assign the money fairly and wisely. The funds available may not be sufficient to fully fund every student. Summer funding is very limited. It is the student's responsibility to find additional funding sources, usually through the Student Financial Aid Office.

Fall and Spring Semesters

Nine (9) hours of coursework is the minimum required to receive a tuition waiver in the fall or spring semesters. Students must be registered for at least nine hours by the time early registration closes or will lose the tuition waiver. If you have questions about waivers, hours, or deadlines, see the ELPS Officer Manager in 1209 Stone.

Summer Semester

Summer tuition waivers are determined each spring prior to the summer term. In past years, the number of hours needed for full-time enrollment depended on the summer session or sessions in which courses are taken. Summer semester information has changed, summer 2022, and the information can be found [here](#):

Allocations in recent years are shown below to help students plan the program of study for the degree:

Session	Minimum Enrollment
A	6 hrs
B	6 hrs
C	6 hrs
Or a Combination of Above	8 hrs

Students must be enrolled in 6 credit hours in the summer to be eligible for financial aid. Disbursement of aid will be released when the minimum of 6 credit hours is reached. See [here](#) for more information.

For specifics on summer sessions dates, please review the registrar's academic calendar [here](#). For more information on assistantship waivers, talk with your hiring manager and the Senior Administrative Specialist of the ELPS department.

Program Admissions

Students will be admitted conditionally into the higher education program pending a secured graduate assistantship or full-time position by April 15 in the spring semester prior to enrollment. April 15 is the deadline for graduate admissions outlined by the Council of Graduate Schools.

Program Transfer Requirements

Any students currently enrolled in a graduate program at FSU who desires to transfer into any program in the Department of Educational Leadership and Policy Studies, including the Higher Education program, must be cleared by the ELPS department chair prior to admission.

Transferring Credits in from previous coursework

An additional 6 semester hours of relevant course credit may be substituted for courses required as part of the program of study for the doctoral degree, provided the student received a grade of "B" or better and the classes were taken within 5 years of admission to the doctoral program, and the substituted courses are approved by a faculty member offering the course at FSU as equivalent in content to the course offered at FSU. In any case in which a course is substituted under this paragraph, the student must take the same number of semester hours in a course relevant to the program of study in higher education. Whenever a course is substituted, the student must select an alternative course or courses with the consent of the major professor. The student must obtain written approval for substituted credit. Courses that are transferred or substituted will not count toward GPA or scholarly engagement requirements for the doctorate.

Incomplete Courses

Incomplete ("I") grades will be recorded only in exceptional cases when a student, who has completed a substantial portion of the course and who is otherwise passing, is unable to complete a well-defined portion of a course for reasons beyond the student's control. Students in these circumstances must petition the instructor and should be prepared to present documentation that substantiates their case. Incomplete grades will not be granted in order to allow students to do extra coursework in an effort to increase their grade.

In order to assign an incomplete, the instructor will indicate a time frame for resolution of the grade and the default grade to be assigned if the student does not complete the remaining academic work. It is the student's responsibility to complete the remaining academic work within the agreed-upon time frame.

Academic Expectations

Pursuing a master's degree is different from pursuing an undergraduate degree. There is a difference in the level, quality, and amount of academic work expected by the faculty. Students are expected to assume a great deal of responsibility and self-direction in the graduate program. Students must read widely and stay informed on important issues. Some of the specific FSU Higher Education Program expectations are as follows:

- Graduate students are expected to exhibit a higher level of critical thinking skills than those required in undergraduate work. These skills include: analysis, integration of knowledge from different sources, integration of knowledge with practice, synthesis of knowledge, and the ability to critique and support those criticisms. Papers that contain no synthesis or analysis are not acceptable.
- Graduate students are expected to be engaged in all aspects of their graduate experience and be responsible for creating their own path. Students will gain as much as they put into the overall experience.
- Graduate students are expected to produce high-quality written and oral work, i.e. professional-level presentations in class and papers relatively free of spelling errors, grammatical errors, punctuation errors, and syntax problems. The faculty expects the student's best work on every assignment.
- Graduate students are expected to turn papers and other course related submissions in on time. It is the student's responsibility to set a schedule that will meet the demands of course work, graduate assistantship, and other professional and personal responsibilities.
- Graduate students are expected to attend classes. In many classes, the discussion and interchange between the students and professor or among the students is as valuable as formal presentations by the professor. It is inappropriate to leave classes early. The faculty expects every student to attend every class.
- Graduate students are expected to exhibit a high level of professional behavior, i.e. behavior that reflects the student's responsibility to self and others. When involved in group projects, students must demonstrate responsibility by participating fully and in a timely and professional fashion.

Section 3: INTERNSHIPS

Purpose

Internships provide valuable practical experience in higher education offices or agencies. In addition to gaining an understanding of how each particular organization functions and what the staff members do, student interns develop their professional skills. The internship provides the laboratory for the student to translate what is learned in courses to the actual practice of student affairs or general higher education administration. The student should reflect upon and demonstrate what he or she has learned in a synthesis paper prepared for the instructor.

Students may conduct internships beginning in the summer following their first academic year in the program. Student will not be able to get academic credit for internships occurring during the fall or spring semesters of their first year and students are discouraged from engaging in internships during their first two semesters.

Planning

It is important that you arrange your internship in advance. Many internship options are presented in introductory courses; others can be arranged through your initiative. Consult with your adviser regarding appropriate options and discuss the potential internship with the staff member in the office you have chosen. The following is a general timeline:

- If you are interested in a national or regional internship opportunity, particularly those offered over the summer, the process for those start very early in the Spring semester prior. It is recommended that you review the latest timeline via the website for the association (NODA, ACUHO-I, etc.) to best plan.
- Your internship should be finalized no later than the last day of classes, and preferably two weeks before the end of the semester, *prior* to the internship.
- You will negotiate your Internship Learning Contract with your supervisor and approved by your instructor. Therefore, you should think about goals, and competencies where you'd like/need experience, prior to the start of the semester so that you can complete your contract by the end of the 1st week of the semester.

Credit Hours

Students are generally required to complete 3 credit-hours of internship. However, students with three (3) years of full-time professional experience in a higher education management position may petition the faculty to forego 3 internship credit hours and take another course (elective) in its place. Alternately, students seeking an intensive research experience in the field may, within one year of starting classes, petition the faculty to pursue 6 hours of thesis credit in place of the internship requirement. Petitions of either type must be received by the faculty before the student completes 18 credit hours in the program.

Internships are equivalent to 40 hours of internship work per credit hour. No one-hour or five-hour internships are offered.

Students may use a DIS (during any semester, including summer) in lieu of formal internship course credits under the following conditions...

1. The student must get the consent of their advisor for such an exception.
2. The student must register for the DIS with the advisor OR another Higher Ed faculty member if the work to be completed as part of the DIS is being overseen by a different faculty member.
3. The student must register for the DIS during the semester in which the internship activities will take place (e.g., if the internship happens in the summer, the DIS course and accompanying costs/credits must also occur in the summer).
4. The student must submit the program's "internship plan" document to their advisor and DIS instructor before beginning work on the internship.
5. The student must submit to the DIS instructor the program's "internship outline and contract" with the signatures of both the student and the internship supervisor.
6. The student must complete all of the assignments and activities outlined in the syllabus for the traditional internship course (EDH 5944) to the satisfaction of the DIS instructor.

Evaluations

You will be expected to arrange for two evaluation sessions during the semester. The mid-term evaluation will be a meeting between you, the internship supervisor, and the faculty member whose internship section you are enrolled in for the Fall or Spring semester. The three of you will conduct an evaluation together. At the end of the semester, you and your internship supervisor should meet to review your internship evaluations together. Faculty do not attend this final session as they will receive the completed evaluation forms from you and your supervisor.

Evaluation sessions focus on the progress being made toward your goals and objectives. Adjustments may need to be made during the first evaluation and must be agreed upon in writing by you, the supervisor, and the instructor. The instructor will be a part of the mid-term evaluation conference of all internships taking place in Tallahassee during the fall and spring

Synthesis Paper

The synthesis paper required for each internship experience is a demonstration of your ability to apply what you have learned in the classroom to an actual work experience. The paper should relate your internship experience to what you have learned concerning practice and theories. It should document your perception, awareness, and knowledge about how programs really work. Theory taught in the classroom may be different from the theory of practice. You are expected to demonstrate knowledge of the two kinds of theory, show an understanding of the need to ground theory in practice, as well as the challenges in doing so, and provide a synthesis or "bringing together" of thought and action.

To demonstrate real learning, the preparation of this synthesis paper will take some careful thought. Keeping a journal or notes during your internship may help in writing the paper. You are encouraged to meet with your internship instructor to discuss the development of your

paper if needed. In the final internship paper, students are expected to reflect on their previous internships and relevant courses and their own development as a professional in the program. The final paper is 10-12 pages long. More specifics will be given in the first course meeting and course syllabus. The internship synthesis papers are seen by the faculty as a valuable and important part of your professional development.

Grading

The internship is graded on a S-U basis, which means you will need to earn a C or higher to pass this course. The instructor must have all the evaluations and the synthesis paper in hand before your grade can be finalized. If you do not submit all required assignments, it will be treated as unsatisfactory and you will not pass the class.

Please give the instructor a copy of any report or project you undertake as part of the internship. The department must maintain a file on your internship experiences and all this material can be used to demonstrate and document your growing professional competence and skills.

Deadlines

NOTE: Failure to turn in assignments or to complete an activity by the assigned deadlines will result in negative consequences. For example, failure to submit the Internship Assignment Approval Form and the Internship Learning Contract by the deadline will result in the student being dropped from the internship course for that semester.

Section 4: PORTFOLIO COMPONENTS

All master's degree students are required to prepare a professional portfolio as a capstone experience that should be presented during the last semester of the student's enrollment. A presentation of the portfolio is a part of the requirements for EDH 5630, Capstone in Higher Education.

Part I: Philosophy of Professional Practice

Develop a statement of your vision of what constitutes good professional practice in higher education. This guideline is intended to give those who are general administration majors a chance to talk about their roles as administrators in higher education. Student affairs majors would write about their philosophy of student affairs. A good statement would include your beliefs about: how students learn; creating environments that foster student learning; working with the development levels of students; how students, faculty and administrators should relate to each other and what that contributes to learning; and a professional's relationship with colleagues and responsibilities to the institution. This statement is first introduced in *SDS 5040: Student Services in Higher Education* and should be revised for your portfolio.

Part II: Knowledge and Competencies

Discuss the knowledge you have gained and skills and competencies you have developed as a result of course work, graduate assistantship(s), and internships while enrolled in the master's program. Explain significant connections you discovered between and among your courses (feel free to include graphics, mental models, schematics, etc). You first develop a core competency plan in *SDS 5040: Student Services in Higher Education*. For your portfolio, this should be what you have done in your graduate program instead of a plan.

Part III: Evidence of Performance

Provide at least one item (preferably more) that provides evidence of your professional or academic performance in each of the core competency areas. Such evidence is intended to be something you have already done, such as a paper that was particularly good, a brochure or policy or workshop or program you developed, or other creative demonstrations of your professionalism. You may also include recommendation letters, etc., but they are not a substitute for the one demonstration item of your performance.

Part IV: Current Resume and References

Students will have a resume upon entering the program, as a part of admissions. However, an updated resume, toward the end of the program, should reflect professional experiences and work gained while in the academic program. Specific advice on resume writing will be provided in the EDH 5630 *Capstone in Higher Education* course and a final resume will be reviewed within the Portfolio assignment.

Section 5: PROGRAM FACULTY

Full-Time Faculty

Cameron Beatty, Ph.D., Iowa State University

- Associate Professor and Higher Education Program Coordinator
- Gender and race in leadership education, leadership development, global leadership for undergraduate students

Tamara Bertrand Jones, Ph.D., Florida State University

- Associate Professor
- Doctoral socialization, Gender and race in higher education, mentoring, program evaluation, and qualitative research

Bradley E. Cox, Ph.D., Pennsylvania State University

- Associate Professor
- Autistic students, college student development, student outcomes

Walt Ecton, Ph.D., Vanderbilt University

- Assistant Professor
- The intersections of high school, higher education, and the workforce, students who take nontraditional pathways through education

Kathy L. Guthrie, Ph.D., University of Illinois at Urbana-Champaign

- Associate Professor and Director, Undergraduate Certificate in Leadership Studies
- Leadership education, online teaching and learning, and student affairs professional development

Shouping Hu, Ph.D., Indiana University

- Louis W. and Elizabeth N. Bender Endowed Professor, HESA Faculty Advisor
- Higher education access and success, student engagement and learning, and public policy

Christine Mokher, Ph.D., Vanderbilt University

- Associate Professor, Associate Chair of ELPS Department
- Director, Institutional Research Certificate Program
- Public policy college readiness, student transitions from high school to postsecondary education, college success, mixed methods research, program evaluation

Lara Perez-Felkner, Ph.D., University of Chicago

- Associate Professor
- College access and success; sociology of education, women and underrepresented students in higher education, basic needs insecurity, STEM higher education

Sally Watkins, Ph.D., Florida State University

- Teaching Faculty, Undergraduate Certificate in Leadership Studies
- Leadership, history of higher education, institutional presidents, career readiness

Annie Wofford, Ph.D., University of California, Los Angeles

- Assistant Professor
- Inequities in higher education, with an emphasis on equity minded structures of support in students' mentoring relationships and STEM graduate school trajectories

Affiliated Faculty

Brandon Bowden, Ph.D. Florida State University

Black men in higher education, student affairs

Jillian Volpe White, Ph.D. Florida State University

Student affairs assessment, leadership education, experiential learning

Emeritus Faculty

Joseph Beckham, J.D. & Ph.D., University of Florida

Jon C. Dalton, Ed.D., University of Kentucky

Dale W. Lick, Ph.D., University of California-Riverside

Robert A. Schwartz, Ph.D., Indiana University

John S. Waggaman, Ed.D., Indiana University