FLORIDA STATE UNIVERSITY

Master of Science in Higher Education Handbook

2018-2019 | HIGHER EDUCATION PROGRAM

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Section 1: THE HIGHER EDUCATION PROGRAM

Overview

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 emphasis in Student Affairs. The M.S. degree requires a minimum of thirty-nine (39) hours of course work. All courses taken for the Master's degree must be graduate courses.

The M.S. degree in Higher Education is designed to prepare students to work in student affairs positions in a variety of settings. 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 higher 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, counseling, instructing, 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 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 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. Full admissions will be granted once the GA/full-time position requirement is met.

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.

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 school. 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. Do not use the incomplete grade to compensate for poor time management or a lack of organization or self-discipline.

- 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 2: DEGREE PROGRAMS

Master of Science in Higher Education (Student Affairs Emphasis)
(39 hours minimum required for graduation)

Core Courses (33 hours)
- 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)
- EDH 5931   Leadership Education and Learning (3)
- SDS 5804   Practicum in Student Personnel (3)
- EDH 5079   Outcomes Assessment in Higher Education II (3)
- EDH 5630   Capstone in Higher Education (3)
- EDH 5944   Internships or Thesis (6** see note below)

Electives (minimum 6 hours)

- EDH 5042   Student Success in College (3) – *recommended elective*
- EDH 5405   Legal Aspects of College (3) – *recommended elective*
- EDH 5639   Management in Higher Education (3) – *recommended elective*
- EDH 5054   The American Community College (3)
- EDH 5506   College & University Business Administration (3)
- EDH 5055   Introduction to Institutional Research (3)
- EDH 5305   College Teaching: Instruction (3)
- EDH 5309   Technology in Higher Education (3)
- EDF 5519   History of Higher Education (3)
- EDH 5005   Sociology of Higher Education/Sociology of Education (EDF 5630) (3)
- EDH 5506   College and University Business Administration (3)
- EDH 6067   International Perspectives in Higher Education (3)
- EDH 5095   Strategic Planning in Higher Education (3)
- EDH 5507   College and University Budgeting (3)
- EDH 6505   Finance in Higher Education (3)
- EDH 6064   Women in Higher Education (3)
- EDH 5089   Black and Latino Education: History and Policy (3)
(Other higher education courses may be substituted with consent of advisor)

** Internships/Thesis: Students with three (3) years of full-time professional experience in their current higher education management position may, within one year of starting classes, 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 6 hours of thesis credit in place of the internship requirement.

<u>Institutional Research</u>

Courses may be structured to award the Certificate in Institutional Research. Contact your advisor for more information.

- EDH 5055   Introduction to Institutional Research (3)
- EDH 5042   Student Success in College (3)
- EDH 5668   Outcomes of Undergraduate Education (3)
- EDH 5646   Data Mining (3)
- EDH 5941   IR Practicum (3)
- EDH 5645   Data Driven Decision Making (3)
- EDH 5931   Data Analysis for Institutional Research (3)

FSU Certificate Policy: Students may apply to a Certificate Program <u>before the end of their second class in the Certificate Program</u>. The COE Certificate Admission Form can be found at
http://education.fsu.edu/degrees-and-programs/certificate-programs

COE Certificate Policy: Students have <u>7 years to complete a certificate program</u>.

Recommended Course Sequence – Full-Time Enrollment

Fall–Year One (2018)	Spring–Year One (2019)	Summer–Year One (2019)
EDH 5051: Higher Education in America: Basic Understandings	EDH 5046: Diversity in Higher Education	SDS 5804: Practicum in Student Personnel
EDH 5045: Student Development Theories	EDH 5078: Outcomes Assessment in Higher Education I: Study Design	*Optional:* Internship/Elective
SDS 5040: Introduction to Student Affairs	EDH 5931: Leadership Education and Learning	
Total Hours: 9	Total Hours: 9	Total Hours: 3 (6**)
Fall–Year Two (2019)	**Spring–Year Two (2020)**	
EDH 5079: Outcomes Assessment in Higher Education II	EDH 5630: Capstone in Higher Education	
Higher Ed. Elective	Higher Ed. Elective	
EDH 5944: Internship**	EDH 5944: Internship**	
Total Hours: 9	Total Hours: 9	**Program Total: 39 Hours**

**The M.S. degree requires 6 total internship hours. This can be done in Summer Year One or Fall/Spring Year Two. Internships can be taken during Summer, Fall or Spring <u>after completing two full semesters of coursework</u>. This allows flexibility in the course offerings after one year of required courses.

Recommended Course Sequence – Part-Time Enrollment

Fall–Year One (2018)	Spring–Year One (2019)	Summer–Year One (2019)
EDH 5051: Higher Education in America: Basic Understandings	EDH 5046: Diversity in Higher Education	SDS 5804: Practicum in Student Personnel
EDH 5045: Student Development Theories	EDH 5078: Outcomes Assessment in Higher Education I: Study Design	
Total Hours: 6	Total Hours: 6	Total Hours: 3
Fall–Year Two (2019)	**Spring–Year Two (2020)**	
EDH 5079: Outcomes Assessment in Higher Education II	EDH 5931: Leadership Education and Learning	Internship/Elective
SDS 5040: Introduction to Student Affairs	Higher Ed. Elective	
Total Hours: 6	Total Hours: 6	Total Hours: 3
Fall–Year Three (2020)	**Spring–Year Three (2021)**	
Higher Ed. Elective	EDH 5630: Capstone in Higher Education	
Internship/Elective		
Total Hours: 6	Total Hours: 3	**Program Total: 39 Hours**

** Internships/Thesis: Students with three (3) years of full-time professional experience in their current higher education management position may, within one year of starting classes, 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 6 hours of thesis credit in place of the internship requirement.

Internships

Students should select internships related to their career goals and/or that broaden their background for work in student affairs. During the regular academic year, internships may be completed in Tallahassee at Florida State University, Florida Agricultural and Mechanical University (FAMU), Tallahassee Community College (TCC), or with a state education agency. In the summers, there may be opportunities to complete an internship outside of Tallahassee at a site of interest to the student, including international internships. Several professional associations sponsor internships in the summer as do other colleges and universities across the country.

At the beginning of the internship, students develop a learning contract which outlines intended learning outcomes while drawing on professional core competencies. During the internship, students enroll for a 3 credit hour course, which meets several times during the semester. For 3 credit hours, students need to complete 120 hours of internship work plus required course work, including reflection journals. At the end of each internship, students write a synthesis paper relating their intended learning outcomes and internship work to

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program course work and career goals. The final internship paper, typically after the second internship, synthesizes all the internship experiences and courses, and includes a reflection on your development.

Internship papers are valuable for student learning as they provide an opportunity for integration of knowledge and reflection on experience. Specific information about the internships and the synthesis papers is included in Section 3.

Occasionally a student may enter the master's degree program with three (3) years or more of full-time professional work experience in their current position in higher education. At the student's request, the internship coordinator and faculty may evaluate this work experience and, if it is found to be substantial and of a professional nature, the coordinator and faculty may waive up to 3 credit hours of the internship requirement. In such cases, the student may then substitute an elective course to meet the total hours required for the degree. However, even students with higher education work experience may find it to their advantage to complete both internships for credit to increase the breadth of their experience and improve their prospects for employment.

Professional Portfolio

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. The portfolio is evaluated independently by a faculty committee in the final semester prior to graduation.

Papers, presentations, and projects completed during the program may be included in the portfolio. Eventually, the portfolio may serve as a source of information about you for prospective employers. The components of the portfolio are outlined in Section 4.

Advising

All master's degree students are advised initially by a temporary faculty adviser appointed by the Chair of the Department of Educational Leadership and Policy Studies. Students must select one of the higher education faculty members as a major professor by the end of the first year of enrollment. It is the student's responsibility to consult with their adviser until a Program of Study is filed with the College of Education Office of Academic Services and Intern Support (OASIS).

Students should be thoroughly familiar with this guide, the University Graduate Bulletin, and other University, Department and Program policies and requirements which may be distributed as additions to this guide. Follow the directions for planning your degree program as they are stated in these materials. Preparing and following a correctly planned degree program is the responsibility of each graduate student. Students should consult the Florida State University Graduate and Professional Student Handbook at https://gradschool.fsu.edu/newcurrent-

students for additional information on institutional policies. The major professor and other faculty members are eager to give assistance, but the responsibility rests with the student.

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 can be obtained from the department or downloaded 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 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.

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. The 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 http://dos.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 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.

ADA Compliance

Florida State University is committed to providing a quality education to all qualified students. The Student Disability Resource Center (SDRC) 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 SDRC works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom. The SDRC 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 SDRC. For

further information, contact the Student Disability Resource Center at 644-9566 (voice); 644-8504 (TDD) or go online to https://dos.fsu.edu/sdrc/

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 by early-February. For information on new or currently available assistantships, go to the Visiting Days website found here: http://www.fsuhesa.org/visiting-days/

Tuition and Fee Waivers
Partial tuition and fee 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 hours of coursework is the minimum required to receive a tuition waiver in the fall or spring. Students must be registered for at least nine hours by the time early registration closes or will lose the tuition and fee waiver. If you have questions about waivers, hours, or deadlines, see the ELPS program assistant in 1209 Stone.

Summer Semester
Summer tuition and fee waivers are determined each spring prior to the summer term. The FSU Graduate School makes this determination. In past years, the number of hours needed for full-time enrollment depended on the summer session or sessions in which courses are taken. Allocations in recent years are shown below to help students plan the program of study for the degree:

Session	Minimum Enrollment
A	9 hrs
B	5 hrs
C	5 hrs
D	7 hrs
F	7 hrs
Combination of Above	9 hrs

Continuous Enrollment

Continuous enrollment at Florida State University is defined as enrollment without an interruption of two or more consecutive semesters (including Summer term). Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Students who are not enrolled at the University for two or more consecutive semesters (or consecutive semester and Summer term), and who are not on approved leave of absence, must apply for readmission before resuming their studies. *(From the 2017-2018 Graduate Bulletin)*

Professional Development

Numerous professional development opportunities exist for higher education students:

Student Governance Groups. The Higher Education Student Association (HESA) holds officer elections each spring. Committees are active year around and are eager for new members. Higher education students may and have served on the FSU Student Senate, Congress of Graduate Students, Union Programming Board, and on the boards of directors for other Student Government agencies. Many student leadership positions are available for those interested.

Professional Conferences and Events. The faculty will attempt to make students aware of national and regional professional conferences. Some conferences and workshops are held in Tallahassee and students are particularly urged to attend those. The Hardee Center for Leadership and Ethics in Higher Education holds occasional professional events that students may be permitted to attend.

Presentations. Students are encouraged to take advantage of opportunities to present programs at various conferences. The program faculty will provide information and in many cases will be available to help students plan program proposals. Higher education students regularly present programs at such conferences as the ACPA: College Student Educators International (ACPA) American Educational Research Association (AERA), Southern Association for College Student Affairs (SACSA), National Association of College and University Business Officers (NACUBO), NAPSA: Student Affairs Administrators in Higher Education (NASPA), National Orientation Directors Association (NODA), Southern Regional Orientation Workshop (SROW), Southeast Housing Officers Association (SEAHO), National Association of College Activities (NACA), and more.

Case Study Competitions. The student affairs program has usually fielded a team in the NASPA Master's Case Study Competition, the ACPA Case Study Competition, the SACSA Case Study Competition, the NODA Case Study Competition and the Association of Fraternity Advisors (AFA) Case Study Competition. Florida State has an exemplary record in all competitions having won each of these competitions at least once. In addition, many other professional conferences offer case study competitions. These are excellent opportunities for both practice and networking.

Publications. Opportunities to publish also exist within the higher education program. Faculty may suggest that students consider developing a paper for submission to a scholarly or professional journal.   Faculty are also willing to collaborate on a co-authored paper. Over the years, graduate student work has been published in *the Journal of College Student Affairs*, *The Journal of College Orientation and Transition*, *The Journal of College and University Law*, *The Review of Higher Education*, and other professional journals. The opportunities and history of past accomplishments exist; the initiative belongs with the student.

Computer Skills and Internet Resources. Employers expect graduates to have computer skills and familiarity with Internet resources, e-mail, and other office productivity software. Students are expected to own a computer and computers are available in a number of locations on campus including Strozier Library and the Learning Resources Center (LRC) located in the Stone Building. Students should become familiar with Internet resources that are used in the field of higher education.

Job Search and Placement

Students will develop a portfolio and a professional resume as part of preparation for the degree. The portfolio requirement is detailed in a later section entitled "Section 4 – Portfolio Components." Students enrolled in the student affairs emphasis will prepare resumes as one of the course requirements for the summer practicum course. Students enrolled in the general administration emphasis will prepare resumes as part of the current issues in university business administration course. If you are graduating in April or August, your professional resume should be ready in January of that year. Topics for discussion will include resumes, letters of application, sources of job vacancies, placement services at professional conferences, interviewing, and helpful hints from people who have been there. Mock interviews with professionals on campus can be arranged for interested students.

Throughout the year, job openings are listed in *The Chronicle of Higher Education* and other professional publications. Students can access *The Chronicle* through FSU Library Resources. Some professional associations post job announcements at their websites or in electronic newsletters. The program faculty will also post vacancies through email list serves for masters and doctoral students.   Students should plan to attend a professional conference and participate in the placement services offered through professional organizations. As many of these conferences take place in March or April, they provide access to the early "wave" of listed positions and the opportunity to hone interview skills. Every interview experience can be valuable. A second "wave" of job openings occurs in late May and in June. Some late openings occur in August. Cultivate references from the beginning of the program and construct networks for support and mutual development among your peers and professional associates.

As you embark on your job search, remember that you are still a student in the program until you graduate. Students are responsible for balancing academic and professional responsibilities. Take note of the participation requirements in syllabi, and work with your instructor as needed to develop a plan that will allow you to continue to be engaged in coursework and meet all

course requirements while attending professional conferences and/or job searching. Avoid excessive absences from class as much as possible, and continue to be engaged in the course, even as you are travelling. You are also required to inform your instructor of any potential absences. Do not expect that the instructor will automatically provide leniency for conferences or other professional/job search related activities: it is not their responsibility to work around your professional responsibilities.

Section 3: INTERNSHIPS

Purpose
Internships provide valuable practical experience in higher education offices or agencies. In addition to gaining an understanding of how the 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.

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:

- 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 prior to the start of the semester so that you can complete your contract by the end of the 1st week of the semester.

- You will complete a mid-term evaluation with your supervisor and your instructor present. This evaluation will review your Internship Learning Contract, strengths, and areas of improvement for the rest of the semester.

- Electronic evaluations will be scheduled in the last 2 weeks of the semester. The synthesis paper is due the last week of classes. The specific dates for these and other activities will be addressed in the syllabus for the course.

- The practice of deferring credit will not be approved. Special exemptions may be on a case by case basis ONLY.

Credit Hours
A three-hour internship involves 10 hours per week (120 hours total) of work for your assigned office; a two-hour internship 6-7 hours per week (80 hours total). *There are no one hour or five hour internships offered.* This time includes work you do for the office that may not actually occur in the office.

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 at this time and must be agreed upon in writing by you, the supervisor, and the instructor. While the instructor will be a part of the mid-term evaluation conference of all internships taking place in Tallahassee during the fall and spring; in the summer, the student will provide the instructor with a summary of this evaluation signed by both the student and the supervisor.

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, and the challenges in doing that, 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. Internship papers should be 3-5 pages long. 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. While some preparation programs use a comprehensive examination to assess the accomplishments of master's students, your faculty has determined that the internship papers are a much more valuable and educational activity.

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 turned in. 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

<u>NOTE:</u> 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. The portfolio is evaluated independently by a faculty committee in the final semester prior to graduation.

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

Section 5: SUPPLEMENTARY MATERIALS

Steps to Success in Graduate School

It takes effort to succeed in graduate school. Poor habits and practices developed as habits from undergraduate do not serve students well in graduate school as you cannot just slide by. Some suggestions for success are:

- Use your time wisely. Expect to spend more time in the library, and more time reading and writing than you did in undergraduate school. Finish papers a few days in advance of the deadline and let them sit for a day. The next reading will show the problems with the paper. You should make time to complete corrections before handing it in. Wise use of time enables you to do your best work.

- Keep up with the work. Do not fall behind and think you will use breaks and weekends to catch up. Plan a schedule that will allow you to get papers and other assignments done as they are due.

- Read widely and not just in higher education. Read in related areas such as sociology, psychology, organizational development, cultural anthropology, political science, and other areas of interest to you.

- Apply what you are learning to practice. One way to do this is to keep a journal of your observations and insights demonstrating how they relate to practice. This is particularly important to do in your internships.

- Consciously try to understand the campus culture. Become a good observer. Figure out how the campus culture affects decisions, services, etc. Start with understanding the higher education program culture.

- Relate to your classmates in a highly professional manner. You will work closely together for two years and must learn to work out your differences. Immature and selfish behavior, problems with interpersonal communication, and reading unintended meanings into normal situations are frequently the causes of problems within the class. You can avoid such problems by relating to each other as professionals as well as peers.

- Take advantage of professional development opportunities. As a student at Florida State, you will have many opportunities for professional development. Please see the section on Professional Development on page 12 for more information.

Good Writing

In this program, you will be assigned numerous papers of various types, most involving the critical thinking skills of critique, analysis, and synthesis. Some papers require the application of theory to practice. Whatever the assignment, the faculty expect papers that communicate your thoughts clearly, present your position in a logical way, do not contain grammatical, punctuation, and spelling errors, and follow an acceptable academic style manual.

If you experience problems with your writing, you are expected to seek assistance. For instance, there is a Reading and Writing Center in 222C Williams Building that has assisted students in the past. You can schedule an appointment by visiting https://wr.english.fsu.edu/reading-writing-center. Don't delay seeking assistance to the end of the semester.

Suggestions for Good Writing

- Before beginning to write, jot down an outline to follow. It will keep you focused. It will also help you think through your topic and how to present it.

- Have a beginning, a middle, and an end to the paper:

  - Beginning - state the purpose of the paper and introduce the topic
  - Middle - present the meat of your paper in a logical, organized manner
  - End - summarize or draw conclusions

- Write for your audience.

- Use the active voice whenever possible. The passive voice sounds tentative and vague; the active voice is lively, forceful, and direct. You want to sound like you know what you are talking about.

- Follow a style manual. We require use of APA style in this program. The Publication Manual of the American Psychological Association (6th ed.) should be purchased and is available at the FSU bookstore.

- Cite your references as appropriate. Support your statements with references.

- Use headings and subheadings to help the reader follow the organization of your paper.

- Finish a paper a few days before it is due. Let it sit for 24 hours and re-read it, ideally out loud. You'll be amazed at how many things you will want to fix.

- Have someone else read your paper before you turn it in. "Fresh eyes" often catch small problems difficult to identify by yourself.

- Use your spell checker and grammar checker if you have one. If you have neither, find someone who will read your paper for errors and be brutal in pointing them out to you. Someone who is too kind will not be doing you a favor. Spell checking programs will not catch all errors -- only careful proofreading will.

- Strozier Library provides a variety of services that will aid you in completing written assignments including research resources, citation management tools, and a term paper

clinic. Many of the services are available online. Checkout the Florida State University Libraries web page at http://www.lib.fsu.edu/main.

Tips for Making Yourself Marketable

- Gain internship experience whenever possible after completing your first year of study.

- Have the attitude that what you learn in class is vital for what will be required of you on the job. Apply theory to practice daily.

- Be self-directed! Do not wait to be told what to do, just do it! Volunteer and follow through.

- Network whenever, wherever, and with whomever you possibly can.

- Gain experience planning and presenting programs, both at FSU and at conferences.

- Take time out for personal growth and insight. Keep a personal journal.

- Expose yourself to diverse student populations and institutions.

- Develop strong relationships with at least two advisers, i.e., supervisors or faculty members, preferably one of each. They can give you guidance and provide a future reference of your performance.

- Investigate schools you are interested in early. Find out what they are looking for in new professionals.

- Learn how to most effectively communicate your experiences. Do not sell yourself short on your resume or in an interview. Communicate those skills!

- Take good care of your physical health and wellness. Exercise, proper eating habits, and adequate rest are essential to a well-rounded person. Take time out for you!

Selected Professional Organizations

American Association of Community Colleges (AACC)
Website: www.aacc.nche.edu

American Association of University Women (AAUW)
Website: www.aauw.org

American College Counseling Association (ACCA) - Division of ACA
Website: www.collegecounseling.org

American College Health Association (ACHA)
Website: www.acha.org

ACPA: College Student Educators International (ACPA)
Website: www.myacpa.org

American Council on Education (ACE)
Website: www.acenet.edu

American Counseling Association (ACA)
Website: www.counseling.org

American Educational Research Association (AERA)
Website: www.aera.net

Association for Institutional Research (AIR)
Website: www.airweb.org

Association for the Study of Higher Education (ASHE)
Website: www.ashe.ws

Association of American Colleges and Universities (AACU)
Website: www.aacu.org

Association of College and University Housing Officers –International (ACUHO-I)
Website: www.acuho-i.org
Contact this office for housing internships outside of FSU

Association of College Unions - International (ACU-I)
Website: www.acuiweb.org

Association of Fraternity Advisors, Inc. (AFA)
Website: www.fraternityadvisors.org

Association of Student Conduct Affairs (ASCA)
Website: http://www.theasca.org

Association on Higher Education and Disability (AHEAD)
Website: www.ahead.org

College and University Professional Association for Human Resources (CUPA-HR)
Website: http://www.cupahr.org/

Florida American Association of University Women
Website: http://aauw-fl.aauw.net/

Hispanic Association of Colleges and Universities (HACU)
Website: www.hacu.net

International Leadership Association (ILA)
Website: www.ila-net.org

National Academic Advising Association (NACADA)
Website: www.nacada.ksu.edu
National Association of Campus Activities (NACA)
Website: www.naca.org

National Association of College Admission Counseling (NACAC)
Website: www.nacac.com

National Association of College and University Business Officers
Website: http://www.nacubo.org

National Association for Equal Opportunity in Higher Education (NAFEO)
Website: www.nafeo.org

NAFSA: Association of International Educators (NAFSA)
Website: www.nafsa.org

National Association of Student Financial Aid Administrators (NASFAA)
Website: www.nasfaa.org

National Association for Student Affairs Professionals (NASAP)
Website: www.nasap.net

NASPA: Student Affairs Administrators in Higher Education (NASPA)
Website: www.naspa.org

National Career Development Association (NCDA)
Website: www.ncda.org

National Orientation Directors Association (NODA)
Website: www.nodaweb.org

Southern Association for College Student Affairs (SACSA)
Website: www.sacsa.org

Selected Internet Resources

Higher Education Jobs

Academic 360.com / www.higher-ed.org/jobs/
ACPA / www2.myacpa.org/career-advancement/career-central
The Chronicle of Higher Education / chronicle.com/
Education Jobs / www.nationjob.com/education
Higher Education Jobs / www.higheredjobs.com
Institutional Research Jobs / www.airweb.org/jobs.html
NASPA / www.theplacementexchange.org
Student Affairs Jobs / www.StudentAffairs.com/jobs/
Inside Higher Ed / careers.insidehighered.com/seekers

Higher Education Resources

American Association of State Colleges & Universities / www.aascu.org
Center for Academic Integrity / www.academicintegrity.org
The Chronicle of Higher Education / chronicle.com
Higher Education Resource Hub / www.higher-ed.org
Women in Higher Education / http://www.wihe.com

Legal Issues in Higher Education

Council on Law in Higher Education / www.clhe.org
National Center for Higher Education Risk Management / www.ncherm.org

Student Affairs

Council for the Advancement of Standards (CAS) / www.cas.edu
Student Affairs.com / www.studentaffairs.com

Fraternity and Sorority Life

Center for the Study of the College Fraternity / www.indiana.edu/~cscf/
National Pan-Hellenic Conference / www.npcwomen.org
National Pan-Hellenic Council / www.nphchq.org

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. Intentionally 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.

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 paper 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.

3. UNAUTHORIZED GROUP WORK. Unauthorized collaborating with others.
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.

4. FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Unauthorized altering or inventing of any information or citation that is used in assessing academic work.
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 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 incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.
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 to 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.

8. ATTEMPTING to commit any offense as outlined above.

Section 6: MASTER'S PROGRAM COURSE LIST

Key: Course # - Course Title – (semester <u>usually</u> taught – however, this isn't a guarantee)

<u>CORE Courses</u>

EDH 5051 Higher Education in America: Basic Understandings (Fall)
EDH 5051 is a survey course designed to introduce students to the study of American higher education. It provides a base of knowledge that serves as a platform for continued learning and in-depth study of the field. Sections include the historic origins and contemporary status of American higher education, variations in institutional models and cultures, disciplined based perspectives on student life, management issues, academic life and the role of faculty, and external pressures for change and reform.

EDH 5045 Student Development Theories (Fall)
This course provides a survey of major theories and research on student development and learning in higher education. The relevance and use of student development theories in the work of student affairs professionals, faculty, and other higher education constituents is explored.

SDS 5040 Student Services in Higher Education (Fall)
This course provides an introduction to the field of student affairs administration through the exploration of historical, theoretical, and philosophical foundations of the profession. Central competencies, functional areas, institutional types, and contemporary issues affecting higher education and student affairs are examined critically and reflectively.

EDH 5046 Diversity in Higher Education (Spring)
The cultural complexity and dynamics of colleges and universities speak to the need for student affairs practitioners to be knowledgeable about multicultural issues and acquire the skills necessary to work effectively with people from diverse backgrounds. This course is designed to increase students' knowledge about and capacity to operate within the diverse society in which we live through critical reflection, dialogue, and self-exploration in relation to the world around us. A framework of exploring inclusion through three areas will be used (a) the Self, (b) Students, and (c) Others (family, friends, colleagues). We will translate knowledge about diverse populations into sound professional practice.

EDH 5078 Outcomes Assessment in Higher Education I: Study Design (Spring)
Outcomes are the end product of a college education. This course is designed to explore the basics of assessing and evaluating the outcomes of undergraduate education. It helps students to develop a historical and theoretical foundation for understanding the outcomes of a higher education both in and out of the classroom. Problems and solutions in theory, techniques, and policies related to outcomes are also reviewed.

EDH 5931 Leadership Education & Learning (Spring)
Leadership education is an integral part of student development. As Higher Education administrators, we are often asked to develop co-curricular and curricular programs to develop future leaders. Theory-to-practice guides this course where students are introduced to leadership theory and pedagogical practices for leadership education and leadership learning.

SDS 5804 Practicum in Student Personnel (Summer)
The purpose of Practicum is to gain practical experience in student affairs. Through campus visits, analysis of contemporary issues in student affairs, case studies, developing a professional resume, and initiating a professional portfolio, students gain valuable professional experience in the practice of student affairs and higher education administration.

EDH 5079 Outcomes Assessment in Higher Education II (Fall)
This course trains higher education professionals primarily undertaking research in the form of assessment. Assessment has been increasing in importance in the field of higher education administration, as evidenced by its inclusion as one of the 10 professional competency areas required for college student educators and student affairs administrators. While this is a course focused on assessment/evaluation/research (AER) methodology, it is an explicitly applied course situated in enhancing the practice of higher education administration through evidence-based decision making. More specifically, this course advances students' knowledge of the role educational research – and empirical research, in particular – can play in solving educational problems. Because this course prepares higher education professionals primarily undertaking research in the form of assessment, there will be particular attention to the development and application of educational assessment within the context of the practice of higher education administration.

EDH 5630 Capstone in Higher Education (Spring)
This course provides a framework for student to synthesize their entire experience in the higher education program, reflect on where they are currently, and conceptualize where they want to go. A major project of this course is creating a portfolio to present to a panel of professionals. The instructor will utilize case studies, lectures, guest presentations, student presentations, and small group activities to illustrate and achieve course objectives.

EDH 5944: Internship in Higher Education (Fall, Spring, Summer)

ELECTIVES

EDH 5639 Strategic Management in Higher Education (Spring- online)
This course provides a theoretical grounding in management, but with a focus on theory to practice. Students are introduced to the essentials of frontline supervision and management as they apply within the higher education environment. Students will develop knowledge and application of key management skills and strategies in organizing, leading, controlling, planning, and understanding their work environment.

EDH 5405 Legal Aspects of College and University Administration (Fall)
The legal context of American higher education is complex and constantly evolving. 5405 is designed to enable students to identify and apply legal principles that place limits on authority, define individual and corporate liability, and inform standards of educational practice in public and private higher education institutions. Subject matter and content areas have been selected according to their relevance to contemporary concerns of postsecondary education leaders. The course includes case problems designed for small group and individual analysis, and a selection of judicial decisions emphasizing contemporary legal issues and their resolution.

EDH 5042 Student Success in College (Fall- online)
The landscape of American higher education is changing dramatically as an increasingly diverse population gets ready to go to college. This change provides an exciting opportunity for the country to further strengthen its human resources. Meanwhile, given that the college graduation rate has been just around 50% for decades, one question common in the minds of public policy makers and institutional administrators is: How can the educational system effectively promote student success in college? This course examines the theories and research on student success and explores effective policies, programs, and practices that can be adopted to promote student success in higher education.

EDH 5005 Sociology of Higher Education (Alternate Spring semesters)
This course will examine higher education with respect to access and entry, social and academic dimensions of students' experiences in higher education, and personal and labor market outcomes. Particular attention will be paid to (a) access and enrollment patterns as they vary by family background, race-ethnicity, class, gender, citizenship, geography, and country; (b) social relationships in college and student development; (c) academic achievement and career specializations (d) the changing landscape of higher education in the U.S. and abroad, (e) the impacts of local, state, and federal policies; and (f) the influence of higher education on individual and societal life course outcomes including career choice, marriage and family, earned income, and nations' economic competitiveness.

EDH 5054 The American Community College (Spring- online)
The purpose of this course is to develop student knowledge and understanding of the nature, philosophy, and historical evolution of the American community college. Students will gain a perspective on the social, economic, political, and educational forces that have influenced the

development of this unique institution and those that are likely to shape its future. Attention will also be directed toward the programs, services, current issues, reforms and innovations that are a part of the two-year educational institution.

EDH 5055 Introduction to Institutional Research (Spring- online)
The course will provide an introduction to the theoretical and practical application of institutional research as a discipline in higher education. Institutional research is an embedded function with direct applications in all administrative and strategic processes within the institution. The course content is addressed within the context of organizational, administrative, political, and ethical issues in institutional research. Practical experience with research databases and insights from current practitioners in the field are integrated into the theoretical content of the course. The course consists of a six weeks of distance learning through a FSU Blackboard website.

EDH 5095 Strategic Planning in Higher Education (Alternate Spring semesters- online)

This course introduces students to strategic management and performance improvement through strategic planning in the higher education/public sector settings. Students develop knowledge about the theory behind and history of strategic planning, current issues in strategic management in the higher education setting, and survey different strategic planning and performance models currently used on college campuses. Students also learn and practice strategic planning and performance improvement techniques.

EDH 5305 College Teaching: Instruction in Higher Education (Fall)
This course is designed to introduce students to teaching methods and strategies, instructional design, and assessments appropriate to a postsecondary setting. Understanding the context and nature of college teaching will be combined with practical aspects of instruction. The purpose of this course is to develop the skills needed to effectively facilitate learning at the college level.

EDH 5309 Technology in Higher Education (Summer- online)
The course guides higher education professionals through theoretical perspectives and practical complexities related to the increasing use of technology in higher education, using the lenses of professional identity and student learning and success. Technology in Higher Education focuses on addressing technology and higher education leadership in the 21st century, specifically in the face of emerging technology, social media communication platforms and fast pace global change.

EDH 5504 Institutional Advancement in Higher Education (Special offering only)
EDH 5504 is designed to provide students with an overview of the nature and scope of a comprehensive institutional advancement program for public or private, two-year or four-year colleges and universities. As this is an introductory course, students can expect to develop an understanding of the what, why, and how regarding the growing trend among institutions to

invest increasing amounts of resources in their institutional advancement programs. Course participants will gain an appreciation for the body of knowledge required to create, administer, and operate an institutional advancement program.

EDH 5506 College & University Business Administration (Spring- online)
This course addresses college and university business administration in the United States and the roles and responsibilities it plays in the overall higher educational process. Students are introduced to emerging trends and challenges faced by practitioners and representative models of organizational structure that make up college and university finance and administration offices.

EDH 5507 College and University Budgeting (Summer- online)
This course facilitates development of the knowledge and skills needed to become a constructive participant in a college or university budgeting process. Students are exposed to representative institutional budgets and budgetary processes, the budget's role in policy making, the broader economic and political context of budgeting, the role of institutional culture in the budgeting process, and budgetary planning for reallocation and retrenchment.

EDF 5089 Black and Latino Education: History and Policy (Alternate Summer semesters)
This course explores the historical, cultural and socio-economic factors that shape the school experience and academic achievement from pre-K through post-secondary education of our two largest minority populations: African-Americans/Blacks and Latinos. American education history includes stories of inclusion but also many stories of exclusion. Despite desegregation, bilingual education and the affirmative action, the achievement gap still persists. In the 1990s and the 2000s we have witnessed the "rollback" of several measures. The federal role in education, including accountability measures in *No Child Left Behind* and *Race to the Top* have placed additional pressure on minority populations. One of the goals of this class is to educate future educators, administrators, researchers, and policymakers about the historical and contemporary complexity of these pressing issues so they can impact the future of education for all people.

EDF 5519 History of Higher Education (Alternate Spring semesters)
Students review the history of American higher education from the 1600's to the present, examining the growth and development of higher education, the complexity and diversity of institutional types, and the social, political, and economic trends that have influenced their evolution.

EDF 6064 Women in Higher Education (Alternate Summer semesters)
In this course, we will examine the role and activities of women in American higher education, beginning in the 1800s and follow women's involvement and participation in higher education to the present. Viewing the role of women in higher education from a historical perspective

brings to light new ways of thinking about colleges and universities as well as new ways to think about women. The course is based on selected books and articles which examine the roles and experiences of women in American higher education.

EDH 5645 Data Driven Decision Making (Summer- online)
This course provides an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This class focuses on how to collect, analyze, review, and present data and information to decision makers. Higher education leaders are tasked with making hard decisions for which they have incomplete, inaccurate, misleading, subjective information. This class provides structured tools and approaches to help institutional researchers develop materials that will assist higher education leaders make data-driven decisions.

EDH 5646 Data Mining (Fall- online)
This course provides an introduction to the basic theories and practice of data mining. Data mining allows for the analysis of large amounts of data in a sequential and logical process. Previous experience with data mining is not necessary. Some basic knowledge of statistics and/or experience with database software (i.e., Excel or Access), is helpful. Course content includes exposure to data mining software and the opportunity to use a DM programs. Lab exercises are used to develop experience with data analysis research.

EDH 5931 Special Topics in Higher Education: Politics of Higher Education (Alternate Fall semesters)
This course introduces students to the systematic study of the relationship between political actors, institutions, and processes and higher-education policy outcomes in the American political system, with special emphasis on the American states – an area of emerging interest to many social scientists. Likewise, students are introduced to some of the major policy issues and problems facing state and federal governments. A primary purpose of the course is to help students develop the capacity to conduct independent scholarship on public policy, politics, and higher education policy. We will achieve this aim by surveying major substantive, conceptual, and methodological issues in the subfield of comparative-state politics, public policy, and some federal politics and policy research, and by critically applying those discipline-based insights to the policy choices governments make for higher education and the policy problems they face. One of the best ways to accomplish these goals is by reading top-notch research and therefore students will be given the opportunity to read a large amount of the very best research published in the fields of political science, public policy, and higher education.

EDH 6055 Finance in Higher Education (Spring- online)
Higher education finance continues to be a major issue in higher education. The federal government and states can have substantial influences on students and the institutions through various financing strategies. Meanwhile, financial austerity and increasing calls for accountability force higher education administrators to manage institutional finance more wisely. This course is designed as a seminar to examine major issues in the financing of higher

education in the United States. Literature of the economics of higher education will be reviewed, followed by the discussion of major policy issues, roles of the federal government and states, and institutional budgeting and financial management.

EDH 6067 International Perspectives in Higher Education (Alternate Spring semesters- online)

Many issues in higher education today are international in character. This course is intended to introduce the learner to the international and comparative dimensions of higher education. Topics include comparison of higher education systems based on their historical development, major participants (with a special focus on the academic professoriate and college students), exchange of people and ideas in the global age, and salient policy issues in higher education from a global perspective (such as access and finance, accountability and quality assurance, and the emergence of entrepreneurial universities).

EDH 6401 Public Policy and Higher Education (Fall; Spring in 2019 only)

Higher education has profound influences on individuals and the society as a whole. The importance of higher education is well articulated in the statement from the National Center for Public Policy and Higher Education. The Center states, "in an age when our democracy and economy require Americans to attain higher and higher skills, every qualified American who aspires to college — no matter where he lives or what her income — should have the opportunity to pursue and achieve high-quality education and training beyond high school." Unfortunately, many issues, such as the skyrocketing college prices, the disconnection between K-12 and college, and the disparity in educational attainment, continue to threaten the optimal functioning of higher education and undermine the well-being of American society. This course aims to acquaint students with the major policy issues and problems facing the American states and the country as a whole. These include such issues as access and success, affordability, institutional accountability and autonomy, and state funding of higher education. We will also discuss some of the major cross-state and national policy organizations and actors and the role they play in higher education policy.

EDH 6635 Organization and Governance of Higher Education (Alternate Spring semesters; Fall in 2018 only)

Participants in this course examine theoretical perspectives on higher education organizations, the organization and administration of colleges and universities, and the governance systems that influence these institutions. The content includes an overview of selected organizational theories, an analysis of the functions associated with various administrative roles, an examination of governance systems at the institutional and state level, and the application of rational and strategic planning models in higher education settings.

Section 7: PROGRAM FACULTY

Full-Time Faculty

Cameron Beatty, Ph.D., Iowa State University
- Assistant Professor
- Gender and race in leadership education, leadership development, and global leadership education for undergraduate students

Tamara Bertrand Jones, Ph. D., Florida State University
- Associate Professor and Interim ELPS Department Chair
- Blacks in higher education, women in higher education, mentoring, and program evaluation

Bradley E. Cox, Ph.D., Pennsylvania State University
- Associate Professor
- Student affairs, college student development, student outcomes

Kathy Guthrie, Ph.D., University of Illinois at Urbana-Champaign
- Associate Professor and Coordinator, 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
- Higher education access and success, student engagement and learning, and public policy

Marianne Lorensen, Ph.D., University of Nebraska-Lincoln
- Teaching faculty
- Leadership education, student affairs, and service-learning

Lara Perez-Felkner, Ph.D., University of Chicago
- Assistant Professor
- Sociology of higher education, mixed methods research, women and minorities in higher education, STEM

Christine Mokher, Ph.D., Vanderbilt University
- Associate Professor
- Public policy college readiness, student transitions from high school to postsecondary education, college success,, mixed methods research, program evaluation

Robert A. Schwartz, Ph.D., Indiana University
- Professor
- Director, Institutional Research Certificate Program
- Women and minorities in higher education, history of higher education, higher education administration

T.K. Wetherell, Ph.D., Florida State University
- Professor and Former President, Florida State University
- Higher education policy and governance, politics of education, American community college

Adjunct Faculty

Brandon Bowden, Ph.D., Florida State University
    Black men in higher education, student affairs
Allison Crume, Ph.D., Florida State University
    Women in higher education, professional development, graduate preparation programs, supervision
Robyn Jackson, J.D., Florida State University
    Legal issues
Shaoqing (Sunny) Li, Ph.D., Indiana University
    Institutional research, student data analysis
Andrew Mauk, Ph.D., Florida State University
    Institutional research, student data and outcomes
Gordon Mills, Ph.D., Florida State University
    Institutional research, student data and outcomes
Laura Osteen, Ph.D., University of Maryland College Park
    Leadership, service, and civic education
Mark Palazesi, Ph.D., Florida State University
    Strategic planning, strategic management, human resources
Jill Peerenboom, Ph.D., Florida State University
    Institutional research, student data and outcomes
Shannon Staten, Ph.D., University of Louisville
    Retention, living environments (on-campus vs off-campus), student success
Monoka Venters, Ph.D., Florida State University
    Higher education policy, low-income students, legal aspects of higher education
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
John S. Waggaman, Ed.D., Indiana University