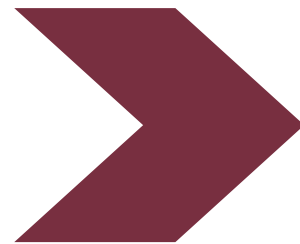
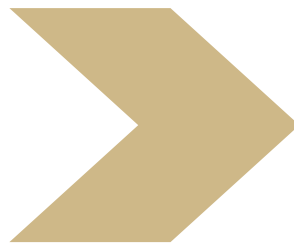
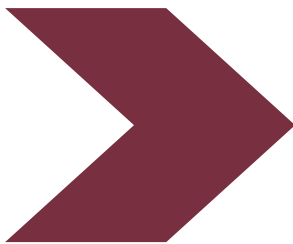




FLORIDA STATE UNIVERSITY

M.S. Student in Higher Education FAQ Guide

2022-2023 Higher Education Program



Department of Educational Leadership & Policy Studies
1209 Stone Building Tallahassee, FL 32306 - 4452
College of Education

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Official policies are generally outlined elsewhere. This FAQ is a guide for advisement only.

Section 1: DEGREE PROGRAMS

Master of Science in Higher Education (Student Affairs Emphasis)

(36 hours minimum required for graduation)

Core Courses (30 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 (3** see note below)

Electives (minimum 6 hours)

- 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: 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.

Example Course Sequence – Full-Time Enrollment

Fall–Year One (2021)	Spring–Year One (2022)	Summer–Year One (2022)
EDH 5051: Higher Education in America: Basic Understandings	EDH 5046: Diversity in Higher Education	
EDH 5045: Student Development Theories	EDH 5078: Outcomes Assessment in Higher Education I: Study Design	<i>Optional: Internship/Elective+</i>
SDS 5040: Introduction to Student Affairs	SDS 5804: Practicum in Student Personnel	
Total Hours: 9	Total Hours: 9	Total Hours: 0
Fall–Year Two (2022)	Spring–Year Two (2023)	
EDH 5079: Outcomes Assessment in Higher Education II	EDH 5630: Capstone in Higher Education	
Higher Ed. Elective	Higher Ed. Elective	
EDH 5931: Leadership Education and Learning	EDH 5944: Internship**	
Total Hours: 9	Total Hours: 9	Program Total: 36 Hours

**The M.S. degree requires 3 total internship hours. This can be done in Summer Year One or Spring Year Two. Internships can be taken after completing two full semesters of coursework. This allows flexibility in the course offerings after one year of required courses.

+FSU Summer course schedule needs vary. One class, or more, may be needed in order to qualify for financial aid and/or tuition waivers, if a waiver is available depending on your assistantship.

Example Course Sequence – Part-Time Enrollment

Fall–Year One (2021)	Spring–Year One (2021)	Summer–Year One (2021)
EDH 5051: Higher Education in America: Basic Understandings	EDH 5046: Diversity in Higher Education	
EDH 5045: Student Development Theories	EDH 5078: Outcomes Assessment in Higher Education I: Study Design	
Total Hours: 6	Total Hours: 6	Total Hours: 0
Fall–Year Two (2021)	Spring–Year Two (2022)	
EDH 5079: Outcomes Assessment in Higher Education II	EDH 5931: Leadership Education and Learning	<i>Optional: Internship/Elective</i>
SDS 5040: Introduction to Student Affairs	SDS 5804: Practicum in Student Personnel	
Total Hours: 6	Total Hours: 6	Total Hours: 0
Fall–Year Three (2022)	Spring–Year Three (2023)	
Higher Ed. Elective	EDH 5630: Capstone in Higher Education	
Internship/Higher Ed. Elective	Internship/Higher Ed. Elective	
Internship/Elective		
Total Hours: 6	Total Hours: 6	Program Total: 36 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, such as through NODA (the National Orientation Directors Association) or ACUHO-I (Association for College and University Housing Officers – International), and includes international internship opportunities, as well. Students may proceed with 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 or outside of times when Internship courses (EDH 5944) are offered. Students are actively discouraged from engaging in internships during their first two semesters.

Prior to internship class, students should familiarize themselves with national organizational timelines and offices within FSU, FAMU, TCC, or state and national educational agencies and associations where they may be interested in engaging in their internship experiences. There are different ways to do this, such as engaging with guest presenters during SDS 5040 (Intro to Student Affairs), seeking out information available on websites, and conversing with faculty advisors, who may have contacts at locations of interest. Typically, national organizations begin their internship application process in the Fall semester for the following Summer, so students are highly encouraged to seek out that information prior to the end of October. Local institutional assistantships, including those within FSU, generally become available in the semester prior to the internship start date.

As this is a self-guided process, dependent on individual student wants and needs, it is important to remember that internships are not all the same. Internships can be premade, with preset job responsibilities, expectations, timelines, and needs, such as national ones tend to be. These generally include a position description provided by internship sites. Internships can also be self-authored, or a partnership between the student and office/agency. Generally, these begin by the student contacting a desired department, organization, or agency wherein their area of interest lies. Students may have an idea of what they would like to do within the department or may be open to whatever the departmental needs are. At times, internship host sites may be open to a hybrid of premade and self-authored experiences, and students are encouraged to engage in professional negotiations with sites, as they see fit, to find work related to their area(s) of interest.

At the beginning of the internship class, 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 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 the student's development personally and professionally. Internship papers are valuable for student learning as they provide an opportunity for integration of knowledge and reflection on experience.

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.

Time Expectations

Internship time expectations are very stringent, so as not to overburden a part-time student. As many of our students are Graduate Assistants, most are working 20 hours in their assistantship, so we do ask that interns are not working over the expected time of their internship hours.

It is expected that the student work 40 hours, per credit hour, over the course of a semester for their internship. A three-hour internship involves 10 hours per week (120 hours total) for 12 weeks of work; a two-hour internship 6-7 hours per week (80 hours total) for 12 weeks. Students are not to exceed 120 hours in a semester. If the internship requires a 16-week commitment, this will mean the intern would work no more than 7.5 hours per week for a three-hour course.

Internships are only expected to take place during times when students are in class. For example, internship timelines should not be conducted over Winter Break, as there is no class during that time. However, we know that *some* internships will require students to undergo training or may be requested to begin early. This is permissible only so long as the hours then count towards their semester credit hours. Timelines should be negotiated between the student and the internship supervisor, but should not exceed 120 hours, in total, for a semester. *No one-hour or five-hour internships are offered.*

Student internship sites 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. Students will negotiate with their internship host site supervisor via the Internship Learning Contract, which will be approved by the class instructor during the first few weeks of the course. Students are encouraged to think about goals, and competencies where they want/need experience, prior to the start of their internship.

Supervision and Internship Evaluations

All interns are expected to identify a supervisor with whom they will meet regularly, so internship supervisors should plan to have regular one-on-one meetings with their interns. Regular feedback for students is expected by the student and program.

Interns will be expected to arrange two evaluation sessions during the semester. The mid-term evaluation will be a meeting between the intern, the internship supervisor, and the faculty member whose internship section the student is enrolled in for the Fall or Spring semester. The three 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 student goals and objectives, which will follow what the student and the intern host site have determined. Adjustments may need to be made during the first evaluation and must be agreed upon in writing by the intern, 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.

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. 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 Program Coordinator of the Higher Education Program. 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.

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 and LifeNet focused events which allow students to develop skills as well as mix and mingle with our alumni network in person.

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), NASPA: 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 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 Character*, *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. Virtual labs and virtual private networks (VPNs) allow you to access library and software resources from anywhere. Computers and software you may need 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.

Graduate Certificates

In addition to your degree, you may find these certificates as opportunities to guide your electives and help you obtain additional professional development or credentials that may assist you in your job search process.

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

COE Certificate Policy: Students have 7 years to complete a certificate program.

Institutional Research (IR) Certificate

IR Certificate Course Offerings and Requirements

To enroll, go to the COE Certificate website and submit the application at this link:
https://fsu.qualtrics.com/jfe/form/SV_8nLWMPKn8L5zRNH

Students must complete 15 credit hours to earn the IR certificate.

Required courses (9 credit hours)

EDH 5055: Introduction to Institutional Research (Spring)

This course provides an introduction to institutional research as a discipline in higher education. 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 course content.

EDH 5645: Data Driven Decision Making (Summer)

This course provides an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This course focuses on how to collect, analyze, review, and present data and information to decision makers.

EDH 5941: Institutional Research Practicum (capstone) (Fall)

This course provides students with an opportunity to actively apply use of institutional research geared at improving administration and policy developmental processes at institutions or participate in an internship through an Office of Institutional Research at a local campus.

Electives (6 credit hours)

Select two courses from the following courses.

EDF 5461: Introduction to Program Evaluation (Summer)

EDF 5449: Survey Research Methods (Spring)

EDF 5474: Foundations of Practice Models (Fall – online EdD only)

EDF 6480: Applied Quantitative Methods for Educational Practitioners (Summer – online EdD only)

EDF 6471 Quasi-Experimental Data Analysis (Alt. Spring Semesters)

EDF 5414 Introduction to Large Scale Datasets (Alt. Spring Semesters)

EDF 5401 General Linear Modeling (Fall)

EDF 6479 Qualitative Data Analysis (Summer)

EDF 6476 Advanced Qualitative Methods (Spring)

Typical IR Certificate Course Schedule

Required Courses	Course Title	Fall	Spring	Summer
EDH 5055	Introduction to Institutional Research		O	
EDH 5645	Data Driven Decision Making			O
EDH 5941	Institutional Research Practicum (capstone)	O		
Elective Courses	Course Title	Fall	Spring	Summer
EDF5461	Introduction to Program Evaluation	X		O
EDF 5449	Survey Research Methods		O	
EDF 5474	Foundations of Practice Models (online EdD only)	O		
EDF 6480	Applied Quantitative Methods for Educational Practitioners (online EdD only)			O
EDF 5935	Quasi-Experimental Methods (Every other year)		X	
EDF 5414	Large Data Sets (Every other year)		X	
EDF 5401	General Linear Modeling	X		
EDF 6479	Qualitative Data Analysis			O
EDF 6476	Advanced Qualitative Research		X	

O = Online; X = Face-To-Face

Other FSU Graduate School Certificate Offerings

Preparing Future Professionals (PFP)

PFP assists students prepare for future professional work in the public or private sectors.

<https://gradschool.fsu.edu/professional-development/preparing-future-professionals-pfp>

Preparing Future Faculty (PFF)

PFP assists students headed toward academic careers prepare for future faculty work.

<https://gradschool.fsu.edu/professional-development/preparing-future-faculty-pff>

Additional certificate programs

<https://gradschool.fsu.edu/academics-research/graduate-certificate-programs>

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." 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 undergone the job search process. 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 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 2: SUPPLEMENTAL INFORMATION and 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. Reading your papers after that sit-time 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, then office culture, etc.
- **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. Using interpersonal communication, coming from a place of care and concern, and offering grace when working through conflict does much better in promoting healthy working relationships than assuming the worst. You can avoid problems by trying to relate to one another as peers and professionals rather than as competition.
- **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
 - Consider every paper as an argument: what do *they* say, what do you *you* say, and how did you arrive at that/those position(s) of what you say?
- **Write for your audience.** This is especially important when thinking of publication material for various journals.
- **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 (7th ed.) may be purchased and is available at the FSU bookstore.
- **Cite your references appropriately.** Support your statements with references.
- **Use headings and subheadings.** These help a 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 clarify/fix.
- **Have someone else read your paper before you submit it.** "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 honest 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.
- **Utilize your resources and our librarian.** 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>. Additionally, the College of Education has a librarian who will be able to assist you if you need something. This may take time, so you should be sure to give the librarian a few days to get back to you, minimally, or a week, ideally. This takes prior planning, but it is definitely worth the effort.

Tips for Making Yourself Marketable

- Gain internship experience, 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, and follow through.
- Gain experience planning and presenting programs, both at FSU and at conferences, virtually and in-person.
- Take time out for personal growth and insight.
- Expose yourself to diverse student populations and institutional types.
- 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 in which you are interested 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

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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

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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.nchem.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

The Hardee Center for Leadership and Ethics in Higher Education

The Hardee Center for Leadership and Ethics in Higher Education is named for Dr. Melvane Hardee, a former FSU Professor of Higher Education who was an admired educator, mentor, and national leader on issues of gender equity, leadership, values, and professional development in the field of higher education. The Hardee Center (<http://education.fsu.edu/research/research-centers/hardee-center>) supports the academic study and professional development of graduate students in the higher education program at FSU, as well as promotes and maintains the "LifeNet" of students, alumni, faculty, and friends. The Hardee Center sponsors educational programs, research opportunities, and sponsors travel focused on promoting leadership, ethics, and appreciation of our history in the field of higher education.

The objectives of the Hardee Center for Leadership and Ethics in Higher Education are to achieve the following:

- Support the professional development of graduate students in higher education through professional development seminars, speakers, travel grants, fellowships, research and publication opportunities, and mentoring programs.
- Foster the development of future higher education leaders who are committed to public service, ethical responsibility, social justice, and leadership with vision and purpose.
- Promote educational research and professional development in the areas of higher education gender equity, higher education leadership, and ethics.
- Assist in the development of graduate internships for students offering a wide range of beneficial experiences in various higher education arenas.
- Promote the "Life Net" of students, alumni, faculty, and friends of FSU Higher Education Program, as well as seek support for future endeavors.
- Provide consultation and professional services on issues related to the Center mission & objectives.

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 3: MASTER'S PROGRAM COURSE LIST

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

Core Courses

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.

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.

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 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 5931 Leadership Education & Learning (Fall)

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 (Spring)

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 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)

Electives

EDA 5288 Politics of Education (Fall semesters)

This course is an introduction to the study of the nation's largest social institution, public education. Using concepts based in the discipline of political science, the course explores how ideologies, institutions, and social groups have interacted to shape formal schooling in the United States. Class discussions and readings focus on the distribution of power and leverage in the political process of American society and the utilization of communication and analytic skills by educational administrators and policy analysts.

EDF 5089 Black and Latino Education: History and Policy (Alternate Summers)

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 5517 History of Education (Alternate years with 5519)

This course examines the evolution of public and private schooling in the United States from the Spanish and British colonial eras to the modern reform period of the late 20th century. It includes the social history of American teachers, and a critical examination of issues surrounding race, ethnicity, social class and gender in the development of formalized structures of schooling.

EDF 5519 History of Higher Education (Alternate years with 5517)

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.

EDH 5005 Sociology of Higher Education (Special offering only)

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 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 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 Canvas website.

EDH 5095 Strategic Planning in Higher Education (Alt 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 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 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.

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 5645 Data Driven Decision Making (Summer- online)

Providing 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 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 6064 Women in Higher Education (Alt 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 6067 International Perspectives in Higher Education (Special offering- 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 in Higher Education (Fall)

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 6505 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 6635 Organization and Governance of Higher Education (Alt. Spring semesters)

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.