

HIGHER EDUCATION MASTERS STUDENT HANDBOOK

Fall 2019

INTRODUCTION

The student handbook is made available to all registered students in the MA program in Higher Education Administration. It provides description of the program of study as well as the major program requirements. It also outlines the policies and procedures that govern the program. The handbook is intended as a guide to students as they plan their individual programs of study and fulfill the requirements for the degree. In addition, students should familiarize themselves with the requirements, policies and procedures found in the following documents because students will be held accountable for them:

- **School of Graduate Studies Catalog.** For course descriptions and general policies governing graduate programs and graduate students, students should consult the School of Graduate Studies Catalog (<http://www.morgan.edu>, click on “Academics,” “Graduate Studies,” then “Graduate Catalogs”).
- **Student Handbook** of the Department of Advanced Studies, Leadership and Policy (DASLP) For policies governing the portfolio or comprehensive exam and academic dishonesty, students should consult the Student Handbook of the Department of Advanced Studies, Leadership and Policy (DASLP) (See the Departmental or Program Administrator for copies).

While faculty advisors are there to assist students in meeting degree requirements, students will be held accountable for all published policies and procedures in the aforementioned documents. The requirements articulated in the Graduate Catalog and the DASLP Student Handbook supersede those found in this handbook unless otherwise indicated.

THE MASTER OF ARTS DEGREE

The Masters of Arts degree in Higher Education Administration with a concentration in Student Affairs is designed to prepare students for a variety of student affairs positions in postsecondary institutions,. The program consists of three parts, thirty (30) semester hours of graduate coursework beyond the bachelor’s degree, two semesters of practicum/internships, and the completion of a Student Affairs Professional Portfolio (SAPP). The program is unique because it emphasizes social justice and service to diverse student populations at varying types of institutions.

**MASTERS OF ARTS IN HIGHER EDUCATION
ADMINSTRATION AND FACULTY AT A GLANCE**

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THE MA IN HIGHER EDUCATION ADMINISTRATION

PROGRAM DESCRIPTION

The Masters of Arts degree in Higher Education Administration with a specialization in Student Affairs is designed to prepare students for a variety of student affairs positions in postsecondary institutions. The program consists of three parts, thirty (30) semester hours of graduate coursework (beyond the bachelor's degree), two semesters of practicum/internships, and the completion of a Student Affairs Professional Portfolio (SAPP). Both the program and portfolio have been developed around the competencies of ACPA and NASPA, the two primary student affairs professional associations, and conforms to the norms and standards found in *Council for the Advancement of Standards in Higher Education*. Thirteen goals of the MA program have been developed out of these standards. The Masters of Arts in Higher Education Administration is unique because it emphasizes social justice and service to diverse student populations at varying types of institutions in a student affairs context.

PROGRAM GOALS AND OBJECTIVES

Upon satisfactory completion of the program, *the Program graduate will be able to:*

1. Understand and articulate the role of student affairs in the context of postsecondary education.
2. Understand complexities of diversity and multiculturalism as they affect higher education and student affairs.
3. Reference literature that provides the theoretical foundations of the profession, and communicate its relevance to current student affairs practice.
4. Articulate the inherent values of the profession that are stipulated in the theory in a manner that indicates how these values guide practice.
5. Demonstrate the ability to use appropriate theory (e.g., student development, organizational, learning, leadership, etc.) and data-based decision making to assist institutions in accomplishing their missions.
6. Demonstrate a flexible capacity to use skill sets (e.g., technology, distance learning, communication, etc.) to deliver programs and services that engage students and foster student learning and development.
7. Analyze, understand, create, and/or modify learning environments.
8. Demonstrate knowledge of the influence of student characteristics and collegiate environments on student learning and learning opportunities.
9. Demonstrate knowledge, skills, and awareness of resources necessary to design and evaluate effective educational interventions and/or programs for individuals and groups.
10. Use appropriate theory to understand, support, and advocate for student learning and development.
11. Assess learning and developmental needs and outcomes.
12. Demonstrate ability to identify and appropriately refer persons who need additional resources.
13. Demonstrate knowledge of and ability to apply a code of ethics or ethical principles sanctioned by a recognized professional organization.

GENERAL REQUIREMENTS

To graduate with a MA in Higher Education Administration, the student must successfully complete the coursework and the Student Affairs Professional Portfolio (SAPP) while enrolled continuously for a period not to exceed six (6) years. The coursework includes twelve (12) credit hours of core courses, three (3) credit hours of research methods, fifteen (15) credit hours of student affairs courses, and two (2) internships of three credit hours each, totaling thirty-six (36) credit hours. The student must maintain a GPA of 3.0 throughout. The SAPP must be completed in accordance with the program guidelines, assessed by program faculty, and not be plagiarized as defined by the School of Graduate Studies. No more than a total of nine (9) semester hours of graduate work can be transferred in (TR) from another accredited institution or waived (WV) at the discretion of program faculty.

The Department of Advanced Studies requires that all students pass certain courses at the level of B or better. If a student receives a “C” (or “F”) in any of the courses below they must be re-taken. A student will not be allowed to submit the portfolio until such courses have been re-taken and a grade of B or better has been earned. In the MA program, two courses are affected by this policy: EDSR 604: Introduction to Educational Research and RDHE 733: Assessment & Evaluation Methods in Student Affairs.

“C” AND “F” GRADE POLICY: RDHE 733: Assessment & Evaluation Methods in Student Affairs

“C” and “F” grades “indicate unsatisfactory academic progress in graduate courses” according to the School of Graduate Studies policy (Supplement to the Regulations and Procedures Section, October 10, 2016). Indeed, academic dismissal occurs when a student receives more than two “F” grades or fails to maintain a 3.0 GPA for two consecutive semesters. All courses that earn the grade of “F” must be retaken for a higher letter grade according to Graduate School policy. Furthermore, when a student receives a grade of “C” or lower in the research methods course (RDHE 733 or its equivalent) must be retaken for a higher grade according to departmental policy.

INCOMPLETE (“I”) GRADE POLICY

In the event that unforeseen circumstances such as a death in the family or serious illness prevents a student from completing the work of one or more courses, the student can request the grade of “I” or “Incomplete.” This grade of “I” must be requested by the student in writing, using the appropriate departmental form and include relevant supporting documentation such as doctor’s note or death certificate. Furthermore, the written request must be submitted to the instructor several weeks prior to the end of the semester (Last minute requests cannot be processed). The student has until grades are due the following regular semester to complete the work and submit it to the instructor for final grade. Work that is not completed and submitted in a timely fashion will result in the “I” grade automatically turning into an “F.” All “F” grades must be retaken per Graduate School policy.

TRANSFER OR WAIVER OF COURSE CREDITS

No more than a total of nine (9) semester hours of graduate work can be brought in from coursework taken outside of Morgan State University. These hours can be designated as a transfer courses (TR) or waived courses (WV), depending on the student’s circumstances and the circumstances under which the courses were taken. For instance, a course can be **transferred** in if it was taken in a similar degree

program that was *not* completed. However, should the same course appear in a degree program that was completed at the same level, students may apply to have the course waived. Such a waiver will occur in consultation with the faculty who primarily teach the course under consideration to determine if the prior course satisfies the program requirements. *All transferred and waived credit applications are considered on a case-by-case, course-by-course basis, and are subject to approval by the School of Graduate Studies.*

In the event that a student wishes to take a course outside of Morgan State University after acceptance into the program, the application for transferring in such courses must be submitted and approved prior to the start of the outside class. Application for transfer credit must be made through the office of the Program Coordinator and submitted to the School of Graduate Studies in accordance with the “Application for Graduate Credit” form (see attached form). A similar procedure must be followed for waived courses (check with the Program Coordinator for a comparable waiver credits form.). PLEASE NOTE: although they reduce the total number of credit hours needed for graduation, neither transfers nor waivers appear on the student’s final Morgan State University transcript.

PLAGIARISM

The School of Graduate Studies defines plagiarism as “the appropriation of another person’s ideas, results, or words without giving appropriate credit” (n.p.).

The examples of plagiarism found in the Catalog are included below:

- Submitting material or work for evaluation, in whole or in part, which has been prepared by another student, by an author of a published article or textbook, or by persons producing papers for profit;
- Using a direct quote from another student’s papers or from an author of a publication without including the appropriate citation;
- Paraphrasing or summarizing another’s work without including the appropriate citation; and,
- Using information stored electronically (e.g., submission of papers and or information found on computer disks, the Internet, etc.) without including appropriate citation and/or acknowledging the source (n.p.).

Whether plagiarism is intentional or not, masters students who submit any work, including that of the portfolio, that exhibit evidence of plagiarism “may be subjected to suspension, expulsion [from the program] and/or revocation of a previously awarded degree” (n.p.) immediately, in accordance with consequences for academic dishonesty found in the School of Graduate Studies catalog.

ADVISOR

Each Master’s degree student will be guided through his or her program by advisors assigned from the full-time resident faculty or affiliated faculty within the Department of Advanced Studies, Leadership and Policy. It is the student’s responsibility to check in with his or her advisor on a regular basis, particularly when selecting courses and finding a site for an internship.

COURSE REQUIREMENTS: 36 CREDIT HOURS

Core Content/Foundations Courses	
RDHE 702 – Historical Foundations of Higher Education	3
RDHE 703– Diversity & Multiculturalism in Higher Education	3
RDHE 727– Legal Issues of Higher Education	3
RDHE 731 – Governance and Coordination in Higher Education	3
TOTAL CORE CONTENT COURSE CREDIT HOURS	12
Research Methods Courses	
RDHE 733: Assessment & Evaluation Methods in Student Affairs	3
TOTAL RESEARCH METHODS	3
Student Affairs Concentration	
RDHE 725—American College Student	3
RDHE 735—Student Affairs Administration	3
RDHE 745—Student Development Theory	3
RDHE 755—Issues and Problems at Urban and Special Mission Institutions	3
RDHE 765—Counseling and Student Affairs	3
TOTAL STUDENT AFFAIRS CONCENTRATION	15
Practicum and Internship (2 separate placements, 3 credits each)	
RDHE 699/799 – Supervised Practicum/Internship	6
PROGRAM TOTAL	36

Additional Courses

RDHE 793—Pre-masters Candidacy (‘as-needed’ for students needing time to complete the final portfolio (SAPP)) **3***

*Please note: the pre-candidacy course will appear on your transcript as 9 credit hours to ensure that students retain their full-time status while completing the portfolio.

Sample MA Course Sequence*

YEAR 1

Fall

- RDHE 725: American College Student
- RDHE 702: Historical Foundations of Higher Education
- RDHE 735: Student Affairs Administration

Spring

- RDHE 745: Student Development Theory
- RDHE 765: Counseling and Student Affairs
- RDHE 699: Supervised Practicum/Internship

Summer

- RDHE 699: Supervised Practicum/Internship (if not taken in spring of first year)

YEAR 2

Fall

- RDHE 727: Legal Issues of Higher Education
- RDHE 755: Issues and Problems at Urban and Special Mission Institutions
- RDHE 733: Assessment and Evaluation Methods in Student Affairs

Spring

- RDHE 703: Multiculturalism and Diversity in Higher Education
- RDHE 731: Governance and Coordination in Higher Education
- RDHE 799: Supervised Practicum/Internship (may also be taken fall, or summer, if necessary)

*Core classes may not always be offered as indicated; this should only be used as an example guide

Note: In the event that a Masters student needs an additional semester to complete the portfolio (or comprehensive exam, if he or she is on the prior program) beyond the coursework, he or she should register for RDHE 793. RDHE 793 is not a required course, and should be taken ONLY if the following two conditions are met: 1) the required coursework is completed and 2) continuous enrollment must be maintained until graduation requirements are met.

PRACTICUM/INTERNSHIPS

The Practicum/Internship Program has been designed to provide a structure for the planning and implementation of field experiences, practicums, and internships for our master's and doctoral students, and to ensure high-quality experiences for both students and collaborating sites. Students enrolled in both the master's (MA) and doctoral (PhD) programs in Higher Education Administration and Student Affairs are provided with opportunities to participate in supervised, professional settings that are different than previous or current work settings. These experiences provide for the integration and practical application of theory and methods gained through the formal program of study and allow for development of professional competencies that enhance personal and professional growth. Also, the practicum/internship provides on-the-job experiences of reasonable depth and length to strengthen qualifications and broaden the range of career alternatives for the student. Students enrolled in the MA program are required to complete two (2) practicum/internships, each totaling 150 hours, in 2 different placements.

The internship requires a total student time commitment of not less than 150 hours. For fall and spring terms, students will work 10-12 hours per week during a 15-week term. In the summer term, weekly hours are adjusted to complete the 150 minimum required hours. The time commitment of 10 hours per week may not be scheduled in one day. While consistently working above the necessary hours per week is discouraged, it is recognized that some experiences have special opportunities that culminate in projects that consume a large number of hours in a short period of time (e.g., weekend orientation, admissions processes). If the student chooses to participate in these activities, the total number of hours should not be strictly deducted from the 150. In essence, although a 150 hour minimum is required for

completion of the course, the experience should involve extended contact and therefore should span the length of the term. For clarification please check with an Instructor of Record or the Internship Coordinator.

The Internship should be scheduled to begin at or within a couple of weeks of the beginning of the academic term for which the Student is registered for the course. Students and On-Site Supervisors are discouraged from beginning internship hours until the Application and Plan have been completed by the Student and approved by the Instructor of Record or Internship Coordinator. Because the summer term is compressed, students often find that completing an internship while taking courses and pursuing paid employment is untenable. Those who wish to take on such a summer term load must have their plan approved by the Internship Coordinator well in advance of the summer in question.

Students are ultimately responsible for securing their own practicum/internships; however, students should consult their Faculty Advisor for assistance in thinking about possible sites, types of placements, and possible contacts to reach out to. Students should begin to look for sites several months before they anticipate starting their internships. Waiting until the term starts to begin looking for a site for that term will most likely result in lack of placement (i.e., don't wait until January 15 to look for an internship that would start on January 26). You should treat your internship search like employment—it takes time to find a good match.

Students who have at least 3 years of post-baccalaureate professional experience in student affairs and higher education may elect to complete a written research paper in lieu of 1 practicum experience. This should be discussed with the student's advisor, and is allowed only at the discretion of the advisor.

THE STUDENT AFFAIRS PROFESSIONAL PORTFOLIO (SAPP)

As an alternative to a traditional comprehensive exam, MA students will be required to successfully complete a Student Affairs Professional Portfolio (SAPP). The SAPP provides an opportunity for students to show evidence of their knowledge and ability as an emerging leader within the field of higher education administration and student affairs. The SAPP is developed and maintained by the student during their graduate education experience. It should be considered a living document that evolves as the student develops through the graduate experience and other professional endeavors. As such, the preparation for the SAPP should begin early in the student's graduate experience and should be developed and maintained throughout it. Students will be expected to begin creating their portfolio at the end of their first semester, and add to it as they progress through the program. Assignments from coursework can be used to document your learning, competencies, and philosophies of student development, student affairs administration, and teaching and learning. This will be presented to your Faculty Advisor and at least one additional faculty in your final semester for evaluation. The student will not graduate until the portfolio has been assessed according to a rubric and deemed satisfactory.

The SAPP will include artifacts that reflect understanding in the following areas:

- Advising and helping (individual and group interventions)
- Assessment, evaluation, and research
- Equity, diversity, and inclusion
- Ethical professional practice

- History, philosophy, and values of the profession
- Human and organizational resources
- Law, policy, and governance
- Leadership
- Personal foundations
- Student characteristics and impact of college
- Student learning and development theories

The SAPP is expected to represent the student's best thinking, writing and scholarship. As a result, it should be taken seriously.

Final submission of the SAPP

The SAPP should be submitted to your Faculty Advisor for assessment early in the student's final semester of coursework, in either January or August. The student is responsible for submitting the application for portfolio submission with the program's administrative assistant, in a timely fashion, several weeks prior to the published submission date. Should the student have any questions about SAPP or the application process, the student's advisor and/or program's administrative assistant should be consulted prior to the deadline for the final submission.

Evaluation of the SAPP

The SAPP is evaluated by two faculty members who are affiliated with and teach within the program. Faculty members from the greater department may be used, if necessary. In the event that the two evaluators disagree on the assessment, a third evaluator will be brought in to evaluate the responses and break the tie. Once all evaluators have been heard from and the student has received a passing score on the SAPP, the program coordinator issues a letter to the student, the student's file, and the School of Graduate Studies that the student has completed the portfolio requirement satisfactorily.

School of Education and Urban Studies
Higher Education & Student Affairs Course Descriptions (MA only)

RDHE 699: Supervised Practicum in Student Affairs I

Three hours: 3 credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Any

The two internship courses (RDHE 699 and RDHE 799) provide Masters students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 702: Historical Foundations of Higher Education

Three hours: 3 credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Spring Semester

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703: Diversity and Multiculturalism in Higher Education

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Spring Semester

Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 725: The American College Student

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Fall Semester

The course covers topics related to the contemporary college student, including demographic and background characteristics; values, attitudes and perspectives; and the relationship between student profiles and relevant services. Access, persistence and success are also included.

RDHE 727: Legal Issues in Higher Education

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Fall Semester

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731: Governance and Coordination in Higher Education

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Spring Semester

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733: Assessment and Evaluation Methods in Student Affairs

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Fall Semester

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mix methods data collection.

RDHE 735 Student Affairs Administration in Higher Education

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Fall Semesters

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 745: Student Development Theory**Three Hours: 3 Credits****Prerequisites: None****Co-requisites: None****Term(s) offered: Fall Semester**

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754: Higher Education Politics and Policy Analysis**Three Hours: 3 Credits****Prerequisites: None****Co-requisites: None****Term(s) offered: Fall Semester**

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755: Issues and Problems at Urban and Special Mission Institutions**Three Hours: 3 Credits****Prerequisites: None****Co-requisites: None****Term(s) offered: Fall Semester**

This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765: Counseling and Student Affairs**Three Hours: 3 Credits****Prerequisites: None****Co-requisites: None****Term(s) offered: Spring Semester**

The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 793: Pre-Masters Candidacy**Zero credit hours: 0 credits****Prerequisites: None****Co-requisites: None**

Updated 7/18/19__

Term(s) offered: Any

Course is 'as-needed' for students needing a semester or more to complete the final portfolio

RDHE 799: Supervised Practicum in Student Affairs II

Three hours: 3 credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Any

The two internship courses (RDHE 699 and RDHE 799) provide Masters students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.