



HIGHER EDUCATION & STUDENT AFFAIRS MASTERS STUDENT HANDBOOK

Fall 2021

INTRODUCTION

The student handbook is made available to all registered students in the MA program in Higher Education & Student Affairs 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, 6 credit hours of practicum/internships completed over two semesters, 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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Program Faculty

Dr. Virginia Byrne

Ph.D., University of Maryland, College Park, Teaching and Learning, Policy and Leadership
Virginia.byrne@morgan.edu

Virginia L. Byrne, Ph.D., researches climate and equity in online and technology-enhanced learning environments. Her work investigates how social media and instructional technology are changing how we teach, learn, and connect in higher education. Virginia earned her Ph.D. from University of Maryland, College Park in Technology, Learning and Leadership with a minor in Higher Education. At UMD, she worked at the Teaching and Learning Transformation Center conducting faculty development workshops and coordinating the University's research on undergraduate teaching and learning.

Before starting her PhD, Virginia served as the Student Life Coordinator for Leadership Development at UMBC. She holds a Certificate in Instructional Systems Design from UMBC and a Master's degree in Student Affairs from Florida State University. Virginia moved to Baltimore in 2012 and lives in the Highlandtown neighborhood with her partner, Jacob, and her incredibly loud cat, Martha. You can find her on Twitter at @virginialbyrne

Dr. Chad E. Kee, Assistant Professor, Higher Education

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Dr. Kee has worked in the field of education to include elementary, secondary, and postsecondary levels for more than 20 years. He joined Morgan State University as an adjunct in 2011 and advanced to an Assistant Professor in 2019 as part of the Higher Education and Student Affairs faculty. The majority of his career has focused on identifying ways to improve the experiences and completion rates of underrepresented students with specific attention on racial minority groups, non-traditional students, veterans, and students with disabilities. He has extensive experience in curricular and co-curricular program design, implementation, and evaluation.

Dr. Kee served as a government employee for the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Schools (DCPS) coordinating Career and Technical Education programs and managing grant funds for No Child Left Behind. Prior to government employment, Dr. Kee served as a student affairs administrator in higher education. During this time, he coordinated diversity and inclusion training for faculty and staff, taught first-year experience courses, managed living and learning communities, and implemented co-curricular learning opportunities. Dr. Kee has worked diligently to strengthen educational environments in order to create welcoming spaces and to promote student engagement.

In addition to his work experiences, Dr. Kee has served as an instructor at multiple higher education institutions teaching courses such as introduction to sociology, social change, higher education administration, diversity education, and student development theory. Currently, his higher education teaching interests includes topics such as history of higher education, politics and policy, governance and leadership, student affairs assessment, student development theory, and enhancing pedagogy. As an accomplished scholar, he was recently selected as a Leaders in Equitable Evaluation and Diversity (LEEAD) Scholar by the Annie E. Casey Foundation. Dr. Kee

continues to participate in community service specifically related to preparing students to achieve their educational goals. Dr. Kee's research areas and involvement include diversity, equity, and inclusion assessments; program evaluation; college and university leadership and governance; and advancing teaching and pedagogy.

Dr. Kee is actively involved with the American Evaluation Association, the Association for the Study of Higher Education, the ACPA-College Educators International, and NASP- Student Affairs Administrators in Higher Education where he is actively involved in presenting research and leadership opportunities.

Sean Robinson, Professor and Graduate Coordinator, Higher Education & Student Affairs
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Dr. Sean Robinson is a Professor of Higher Education and Student Affairs, and has over 25 years of experience in the field of Higher Education, having worked at two and four-year campuses, private and public universities, and state and religiously-affiliated institutions. He has an M.Ed. in Counseling from the College of William & Mary, an MBA in Human Resource Management from the University of Wisconsin-Madison, and a Ph.D. in Educational Leadership & Policy Studies also from the University of Wisconsin-Madison. Dr. Robinson's teaching interests include: higher education administration, student affairs administration, organizational development & change management, leadership development, and qualitative research methodology.

His current research areas are twofold: The primary strand is related to the exploration of the sexual orientation identity development among youth and college students, with a particular interest in the ways in which sexual orientation and gender are portrayed and represented in popular culture and mass media, particularly television and film. An extension of this research has taken me into the lived experiences of LGBTQ faculty and administrators within colleges and universities. His secondary research interest relates to the nature of graduate education, with a particular focus on mentoring. This research is an attempt to advance our understanding of the factors that contribute to success, satisfaction, and persistence in graduate education, particularly under-represented groups.

Dr. Robinson is actively involved with the American Educational Research Association, the Association for the Study of Higher Education, and the ACPA-College Educators International, and has presented his research in both national and international forums.

Ben Welsh, Associate Professor, Higher Education
Ph.D., Education, Culture and Society, University of Pennsylvania
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Dr. Welsh joined the faculty of the department of Advanced Studies, Leadership, and Policy in the spring of 2009. From 2011 to 2019, he served as coordinator of the PhD and MA programs in Higher Education, leading both programs to new heights of student enrollment and completions. Today, he continues to teach in the higher education programs, specializing in dissertation writing and critical theories. At the University level, Dr. Welsh serves as the Chair of Morgan's Internal Review Board which reviews the ethics of all human subject research taking place at the University. Prior to Morgan, Dr. Welsh served as Associate Professor of Teacher Education at

Alfred University and Keuka College, and Assistant Professor of Educational Foundations at Ball State University. Related positions that he has held include remedial English instructor at the Community College of Philadelphia, English teacher at Bartram High School in Philadelphia, and ACT Coordinator at the Philadelphia Job Corps Center.

His dissertation focused on the research methods of the early educational researchers who were part of Stanford University's founding faculty. What he uncovered was the racist and sexist ideology that appears to be at the heart the American public school system. Other teaching and research interests include White studies, multicultural education, the history of education, analytic philosophy of education, and the long-term impact of Eugenics on our public schools.

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 Masters of Arts in Higher Education & Student Affairs Administration is unique because it emphasizes social justice and service to diverse student populations at varying types of institutions in a student affairs context. The program consists of three parts, thirty (30) semester hours of graduate coursework (beyond the bachelor's degree), 6 credit hours of practicum/internships completed over two semesters, 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*. The specific goals of the MA program have been developed out of these standards.

PROGRAM GOALS AND OBJECTIVES

Upon satisfactory completion of the program, graduates will be able to:

1. Understand and articulate the role of student affairs in the context of postsecondary education as well as the inherent values of the profession.
2. Understand complexities of diversity, multiculturalism, equity, access, and inclusion 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. 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.
5. 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.
6. Demonstrate knowledge of the influence of student characteristics and collegiate environments on student learning and learning opportunities.
7. Demonstrate knowledge, skills, and awareness of resources necessary to design and evaluate effective educational interventions and/or programs for individuals and groups.
8. Critique a study or evaluation and be able to design, conduct, and report on a sound research study, assessment study, or program evaluation, all grounded in the appropriate literature, as well as use assessment results to inform and improve professional practice and student learning.
9. Use appropriate theory to understand, support, and advocate for student learning and development.
10. Demonstrate techniques and methods of advising and helping individuals and groups using developmentally appropriate strategies.
11. Demonstrate ability to identify and appropriately refer persons who need additional resources.
12. 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 general higher education 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 and assessed by program faculty. Per Graduate School policy, no more than a total of six (6) 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 (for students entering prior to 2018) and RDHE 733: Assessment & Evaluation Methods in Student Affairs (for students entering after fall 2018).

“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), the course 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,” at the discretion of individual faculty. This grade of “I” must be requested by the student in writing and include relevant supporting documentation as appropriate. 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 six (6) 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 Program Coordinator and submitted to the School of Graduate Studies in accordance with the “Application for Graduate Credit” form. A similar procedure must be followed for waived courses. 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, 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 primarily guided through the program by Dr. Sean Robinson. Other advisors may be assigned from the full-time resident faculty or affiliated faculty within the Department of Advanced Studies, Leadership and Policy as needed. It is the student’s responsibility to check in with their advisor on a regular basis, particularly when selecting courses and finding a site for an internship.

COURSE REQUIREMENTS: 36 CREDIT HOURS

Foundations Courses	
RDHE 702 – Historical Foundations of Higher Education	3
RDHE 703 – Diversity & Multiculturalism in Higher Education	3
RDHE 727 – Legal Issues in Higher Education	3
RDHE 731 – Governance and Coordination in Higher Education	3
TOTAL FOUNDATION 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 685/785 – Supervised Practicum I & II	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.

Suggested MA Course Sequence

YEAR 1

Fall

- RDHE 725: American College Student
- RDHE 745: Student Development Theory
- RDHE 755: Issues and Problems at Urban and Special Mission Institutions

Spring

- RDHE 702: Historical Foundations of Higher Education
- RDHE 735: Student Affairs Administration
- RDHE 765: Counseling and Student Affairs

Summer

- RDHE 685: Supervised Practicum/Internship

YEAR 2

Fall

- RDHE 727: Legal Issues of Higher Education
- RDHE 733: Assessment and Evaluation Methods in Student Affairs
- RDHE 685/785: Supervised Practicum (if not taken in first year/summer)

Spring

- RDHE 703: Multiculturalism and Diversity in Higher Education
- RDHE 731: Governance and Coordination in Higher Education
- RDHE 785: Supervised Practicum/Internship (may also be taken fall, or summer, if necessary)

Note: In the event that a Masters student needs an additional semester to complete the portfolio beyond the coursework, the student 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, ideally in 2 different placements.

The internship requires a total student time commitment of approximately 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 minimum 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 the Program Director or 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 the Internship Coordinator for assistance in thinking about possible sites, types of placements, and 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 full-time professional experience in student affairs and higher education may apply to complete a written research paper in lieu of 1 practicum experience. This should be discussed with the Internship Coordinator, and is allowed only at the discretion of the Internship Coordinator.

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 in your final semester for evaluation. The student will not graduate until the portfolio has been assessed according to a rubric and deemed satisfactory. See the separate *Portfolio Handbook* for details about the portfolio.

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. The student is responsible for submitting the application for portfolio submission directly to the Faculty Advisor. 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. The due dates for SAPP submission are:

March 1 for spring graduates

October 1 for fall graduates

Evaluation of the SAPP

The SAPP is evaluated by the Program Coordinator, and at their discretion may solicit feedback from a second faculty member affiliated with the program. Once 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 and is thereby eligible for graduation.

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

RDHE 685: Supervised Practicum in Student Affairs I

Three hours: 3 credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Any

The two internship courses (RDHE 685 and RDHE 785) 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: 2nd year MA student****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: Spring 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 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

Term(s) offered: Any

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

RDHE 785: Supervised Practicum in Student Affairs II

Three hours: 3 credits

Prerequisites: None

Co-requisites: None

Term(s) offered: Any

The two internship courses (RDHE 685 and RDHE 785) 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.