HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION

OVERVIEW
The Higher Education and Student Affairs Administration (HESA) MEd program is a nationally selective 40 credit-hour program designed to be completed within two years for full-time students and within three years for part-time students. We enroll approximately 15 students per year in a cohort-based model to promote strong and enduring relationships within sequential and seminar-based courses. Each cohort represents a wide spectrum of undergraduate majors, geographic locations, professional experience, and social identities, which promotes an enriching learning environment. All HESA graduates become part of The Vermont Connection, a spirited and active network of HESA alumnx in fields related to student affairs, higher education administration, educational policy, research, and consultation.

The HESA graduate program offers a M.Ed. adhering to the Council for the Advancement of Standards (CAS) in Higher Education. The curriculum, including courses, practica internships, and professional practice opportunities with the university and local institutions, integrates conceptual theory with administrative practice. ACPA/ NASPA professional competency areas for student affairs educators are integrated throughout the program of study. Students gain an understanding of the student affairs profession, social justice and inclusion, college student development, history of and trends within U.S. higher education, organizational theory, and program assessment and evaluation. Social justice and pluralism, realities of American life and U.S. higher education are emphasized in the HESA graduate program. These emphases are expressed through course and experiential opportunities highlighting the diversity of people, experiences, perspectives, and structures in our democracy.

MISSION STATEMENT
To develop practitioner-scholars through academic and professional preparation whose commitment to reflection and social justice will transform higher education and student affairs in the spirit of The Vermont Connection.

Graduates from the HESA graduate program pursue national and international careers as professionals in colleges and universities, as well as in fields related to higher education. Professionals in this field serve as advisors, student service providers, policy makers, researchers, programmers, consultants, and administrators. Common to each functional area in student affairs and higher education is the goal to design opportunities conducive to students’ growth and development.

HESA faculty provide mentorship through academic and professional advising. Scholarship opportunities are available to students through research with faculty and also through The Vermont Connection, a student-run peer-reviewed scholarly journal produced annually by HESA graduate students. The curriculum is designed to promote self-directed field-based experiences to complement academic learning through 300 hours of practicum experience and summer internship opportunities. Campus partners cultivate relationships through supervising practica and assistantships, teaching HESA courses, and providing professional development opportunities. Funding opportunities are available to students through assistantships, full-time work, and graduate travel stipends to professional and academic conferences.

Extensive information about the program is available at HESA website.

Inquiries regarding this program should be addressed to:
The University of Vermont
Higher Education and Student Affairs Administration
208 Colchester Avenue
Mann Hall 201
Burlington, Vermont 05405
802-656-2030

DEGREES
• Higher Education and Student Affairs Administration M.Ed.

FACULTY
Ballysingh, Tracy Arambula; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, University of Texas at Austin
Garvey, Jason C.; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, University of Maryland, College Park
Hunter, Deborah Ellen; Associate Professor; Department of Leadership and Developmental Sciences; PHD, Indiana University Bloomington
Kanagala, Vijay; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Iowa State University
Thomas, Scott; Dean, College of Education and Social Services; Professor, Department of Leadership and Developmental Sciences; PHD, University of California, Santa Barbara

Courses
EDHI 200. Contemporary Issues. 1-6 Credits.
Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Prerequisite: Twelve hours in Education and related areas.

EDHI 295. Internship. 1-18 Credits.
On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.
EDHI 319. Internship. 1-6 Credits.
Students will undertake an approved internship in an institution which reflects the particular area of interest and needs of the student. Prerequisite: Instructor permission.

EDHI 332. Adult Development & Education. 3 Credits.
Critical examination of research on adult learners in higher education, development theory, and reentry issues facing older students. Analysis and application of proposals for new adult-oriented educational programs.

EDHI 360. Higher Education in America. 3 Credits.
Critical, contemporary overview of the American university. Implications of conflicting value philosophies for theory, practice of higher education.

EDHI 361. The (Un)Changing Academy. 3 Credits.
This course examines the historical trends that have shaped higher education and the tensions around stability and change affecting colleges and universities. Prerequisite: Graduate standing.

EDHI 362. The American College Student. 3 Credits.
Examination of the diversity of college students today, and the developmental issues arising during the college experience.

EDHI 363. Controversies of the Academy. 3 Credits.
Critical and timely look at challenges confronting campus leaders. Implications for administrative practice shape seminar conversations of readings and case studies. Pre/co-requisite: Graduate standing or permission.

EDHI 364. Helping Skills in Stdn Affairs. 3 Credits.
An exploration of studies, techniques, and methods for advising and helping skills in higher education and student affairs administration.

EDHI 375. Social Justice/Inclusion in HE. 3 Credits.
Explores cultural pluralism philosophies, racial identity development, racial incidences, and educational practices related to racism and diversity for implementation in higher education. Prerequisite: Graduate standing.

EDHI 380. Professional Problems in Educ. 3 Credits.
Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDHI 383. Higher Ed Admin & Organization. 3 Credits.
Introduction to concepts of administration and organization as applied to contemporary higher education setting. Characteristics of organizations, dynamic elements of administration, and theories and processes of change.

EDHI 385. Foundations & Functions of CSP. 3 Credits.
Overview of the work of the student affairs profession, including philosophical base, historical development, current practices, and future trends. Prerequisite: Higher Education and Student Affairs majors.

EDHI 387. Seminar in Higher Education. 1-3 Credits.
Designed for graduate students concentrating in programs in Higher Education. Analysis and discussion of current issues and problems in higher education.

EDHI 391. Master's Thesis Research. 1-6 Credits.
Thesis topic must be approved by a faculty committee.

EDHI 392. Independent Study. 1-18 Credits.
A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

EDHI 393. Advanced Special Topics. 1-18 Credits.
See Schedule of Courses for specific titles.

EDHI 395. Lab Experience in Education. 2 Credits.
Practicum internships, offered in various University departments and offices, enable students to integrate conceptual knowledge with professional practices. Prerequisite: Graduate standing in HESA.

EDHI 396. Capstone:Eth,Val&Mean/High Ed. 3 Credits.
An applied student affairs seminar featuring ethical problem-solving, appreciation of religious pluralism, and approaches to facilitating the search for moral and spiritual meaning in the American university.

EDHI 397. Problems in Education. 1-6 Credits.
Individual work on a research problem selected by the student in consultation with a staff member. Prerequisite: Twelve hours in education and related areas; endorsement by a sponsoring faculty member.

EDHI 491. Doctoral Dissertation Research. 1-12 Credits.

EDHI 492. Independent Study. 1-18 Credits.
A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

EDHI 493. Advanced Special Topics. 1-18 Credits.
See Schedule of Courses for specific titles.