

HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION

OVERVIEW

The Higher Education and Student Affairs Administration (HESA) graduate program prepares professionals to apply human development, organizational, foundational, multicultural and administrative principles to work with college students. Working closely with faculty and in-place practitioners, graduate students in the program are challenged to experience an unparalleled learning experience.

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 policy makers, advisors, student service providers, 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.

The curriculum, including courses, practica internships, and professional practice opportunities with the university and local institutions, integrates conceptual theory with administrative practice. Students gain an understanding of the student affairs profession, social justice, college student development, history of and trends within U.S. higher education, organizational theory, and professional ethics. 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.

DEGREES

- Higher Education and Student Affairs Administration M.Ed.

FACULTY

Clark/Keefe, Kelly; Associate Professor, Department of Leadership and Developmental Sciences; EDD, University of Vermont

Hunter, Deborah Ellen; Associate Professor; Department of Leadership and Developmental Sciences; PHD, Indiana University Bloomington

Hurley, Sean M.; Assistant Professor; Department of Leadership and Developmental Sciences; PHD, Vanderbilt University

Kanagala, Vijay; Assistant Professor, Department of Leadership and Developmental Sciences; PHD, Iowa State University

Smith, Sherwood E.; Lecturer; Department of Leadership and Developmental Sciences; EDD, Ball State University

Foundations Courses

EDFS 200. Contemporary Issues. 3 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.

EDFS 203. Soc, Hst & Phil Found of Educ. 3 Credits.

Critical examination of central educational/social issues and values with special emphasis on the struggle for justice and equality. Themes include schooling and social class, race, and gender; the purposes of education; and the responsibilities of teachers. Prerequisite: Enrollment in teacher licensing program.

EDFS 204. Sem in Educational History. 3 Credits.

Selected topics in history of education. Education in democratic and authoritarian social orders. Topics: education of women, black heritage, American higher education in transition. Prerequisite: Twelve hours in education and related areas or Instructor permission.

EDFS 205. History of American Education. 3 Credits.

Educational principals and practices in the U.S. as they relate to the main currents of social history. Key ideas of historic and contemporary significance. Prerequisite: Twelve hours in education and related areas or Instructor permission.

EDFS 206. D2:Comparative Education. 3 Credits.

Examines educational challenges confronting countries around the world. Explores issues related to sustainable development, diversity, citizenship, and justice in formal and nonformal educational contexts. Prerequisite: Twelve hours in education and related areas.

EDFS 207. Traditionalist Education. 3 Credits.

Perspectives on schooling at all levels directed at preserving and extending a heritage (cultural, racial, ethnic, religious, regional, national), or promoting individual freedom, character, or academic excellence. Selected topics, Instructor choice. Prerequisite: Junior standing. Also for Graduate credit.

EDFS 209. Intro to Research Methods. 3 Credits.

Seminars and research projects. Methods of historical, descriptive, experimental, quasi-experimental, field studies, and survey research.

EDFS 255. School as Social Institution. 3 Credits.

Examination of the school and related social institutions, focus on themes, including: social class, race, ethnicity, socialization, role of the family, social change. Prerequisite: Twelve hours of education and related areas.

EDFS 295. Internship. 1-18 Credits.

An 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.

EDFS 302. Philosophy of Education. 3 Credits.

Critical examination of key beliefs and values in current philosophies of helping, e.g. phenomenological, behavioral, holistic, as practiced in a variety of educational and social service institutions. Prerequisite: Twelve hours in education and related areas.

EDFS 303. Ethics Helping Relationships. 3 Credits.

Clarification of ethical dimensions of professional rights and obligations for educators, counselors, administrators, other helping professionals. Examination of selected ethical controversies currently facing the helping professionals. Prerequisite: Twelve hours in education and related areas.

EDFS 304. Religion, Spirituality & Ed. 3 Credits.

A narrative approach to thinking about religion and spirituality and theoretical and practical implications for policy making, pedagogy, curriculum development, and educational leadership.

EDFS 309. Schol Pers Narr Writing:ED&SS. 3 Credits.

A workshop for educational writers of theses, dissertations, and scholarly articles. Students will be introduced to critical theory, postmodern, feminist, and narrativist conceptions of educational writing.

EDFS 314. Modes of Inquiry. 3 Credits.

A critical analysis of the various conceptual and methodological foundations of theory and practice in education and the human services. Prerequisite: Twelve hours in education and related areas.

EDFS 320. Technology, Schooling, Society. 3 Credits.

This course explores influences of technology on schooling and society. Using sociological, historical, and philosophical frameworks, participants examine equity, cultural diversity, student empowerment, and community.

EDFS 322. D1:Chall Multicult/Ed&Soc Inst. 3 Credits.

Critical analysis of social, historical, and philosophical dimensions of multiculturalism. Examination of identity, empowerment, and justice and their relationships to educational/social policies and practices. Prerequisite: Twelve hours in education and related areas.

EDFS 347. Qualitative Research Methods. 3 Credits.

Introduces students to qualitative methods as a research paradigm and develops skills in ethnographic techniques of field observation, interviewing, and data analysis. Out-of-class fieldwork required. Prerequisite: Master's or doctoral level standing or Instructor permission.

EDFS 348. Analyze&Write Qualitative Rsch. 3 Credits.

This course extends students' knowledge of and experience with qualitative research analysis and writing. Students must come with data collected previous to the start of the course. Prerequisite: EDFS 347 or Instructor Permission.

EDFS 352. Aesthetic Ed & Social Justice. 3 Credits.

Exploration of art that deepens understanding of educational and social problems. Focus on artists who challenge dominant powers. Incorporates democratic perspectives on art and aesthetics. Prerequisite: Twelve hours in education and related areas.

EDFS 353. Program Evaluation&Assessment. 3 Credits.

Introduction to program evaluation concepts and methods in education; contemporary theory and practice in educational assessment and testing.

EDFS 354. Anth Persp on Ed & Soc Serv. 3 Credits.

Examination of formal and non-formal education as means to produce and alleviate cultural conflict. Incorporates an autobiographical approach to studying socio-cultural implications of schooling and social services. Emphasis on Third World situations. Prerequisite: Twelve hours in education and related areas.

EDFS 355. Appl Data Analysis for Dec Mkg. 3 Credits.

Students will learn to apply quantitative techniques, using commonly available tools, to organizational data so that they can make data-based policy decisions. Prerequisite: Graduate standing.

EDFS 369. Ethics in Ed & Soc Serv Admin. 3 Credits.

Critical examination of theories of ethical decision making. Implications for leadership in educational, social service settings. Ethical investigation utilizing research, scholarship, actual incidents, case studies, role playing. Prerequisite: Ed.D. students have priority.

EDFS 377. Seminar Educational Psychology. 3 Credits.

Personal values, attitudes, beliefs related to learning. Psychological research of the teaching-learning process. Research use in analysis of educational processes. Applications for educational settings. Prerequisite: Twelve hours in education and related areas.

EDFS 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.

EDFS 391. Master's Thesis Research. 1-18 Credits.

Thesis topic must be approved by a faculty committee.

EDFS 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.

EDFS 455. Soc Process & Institutionl Chg. 3 Credits.

Critical analysis of theory and research related to justice, caring, and change in education and other social institutions. Focus: ideology, diversity, and management of knowledge. Prerequisite: Doctoral level standing.

Higher Education 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.

An 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 375. Cultural Pluralism Higher Ed. 3 Credits.

This course 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 395. Lab Experience in Education. 2 Credits.

Practica 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.