

FLORIDA STATE UNIVERSITY

**MASTER'S STUDENT
HANDBOOK**



2009-2010

Higher Education Program

Department of Educational Leadership
& Policy Studies

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<http://www.fsu.edu/~elps/he>

Master's Program Guide

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Section 1 THE HIGHER EDUCATION PROGRAM

Overview

The Florida State University Higher Education Program prepares individuals for careers in administration, management, and leadership in public and private two-year colleges, four-year institutions, and universities. A student's program of study is designed around required core courses as well as elective courses. Other learning experiences, such as internships and graduate assistantships, add practical experience to the learning process. Each student is encouraged to pursue his or her own educational and professional goals to the greatest extent possible within a wide range of curricular choices. In general, the curriculum is designed to provide students with appropriate knowledge about the professional field while grounding students in the theoretical framework necessary to guide current and future study and career development in higher education. Many courses use practical examples, case studies, and simulations to facilitate theory to practice learning opportunities and applications.

The two principal master's degree programs are the *Master of Science (M.S.) in Higher Education with emphasis in Student Affairs* and the *Master of Science in Higher Education with emphasis in General Administration*. The M.S. degree requires a minimum of forty hours of course work. A Master of Arts (M.A.) degree is an option but may require a thesis and additional time to complete. All options should be discussed with the student's academic adviser. All courses taken for the master's degree must be graduate courses.

Student Affairs Emphasis

This emphasis is designed to prepare students to work in student affairs positions in a variety of settings. Graduates are employed in all aspects of student affairs including housing, Greek life, student activities, orientation, career development, academic advising, union administration, judicial affairs, services for students with disabilities, and generalist positions. The emphasis of this program is on the administration of student affairs and student development. Students who plan to work in the student affairs field should enroll in this program.

A graduate of the M.S. program in student affairs will:

- Demonstrate knowledge of the foundations of higher education and student affairs, including knowledge of the history and philosophy of higher education, theories of student development, and the effects of college on students.
- Demonstrate knowledge of professional practice, including organization and administration of student affairs; advising, counseling, instructing, leading, and managing techniques; and fundamental uses of assessment, evaluation, and research in understanding organizational and individual behavior.
- Communicate an understanding of the diverse cultural backgrounds of college students and the characteristics of college students.
- Delineate a personal code of professional ethics and philosophy of student affairs that would guide action.

- Demonstrate the acquisition and use of knowledge, skills, and competencies through supervised practice in the form of internships or assistantships and through applications such as case studies, case problems, and simulations.

General Administration Emphasis

The general administration program emphasis prepares students to work in higher education administrative positions that emphasize financial management, program evaluation, policy research, and related general administration and financial services. This degree is designed for individuals interested in positions related to institutional research, development, and alumni affairs, business management, auxiliary enterprises, student financial services, and athletics administration. Graduates may also be employed as state legislative committee staff members or in other educational policy development positions.

A graduate of the M.S. program in general administration will:

- Demonstrate knowledge of the foundations and scope of higher education and administration of organizations.
- Demonstrate knowledge of professional practice related to an academic enterprise that includes teaching, research, and service as primary components of productivity; management skills such as problem solving, planning, delegating, budgeting, assessing, and evaluating; human relations skills that include managing interaction, communicating, and contributing to organizational and individual development.
- Articulate a conceptual understanding of the organization when viewed from multiple perspectives, including the higher education organization as enterprise, loosely coupled system, and culture.
- Delineate a personal code of professional ethics and social values that would guide professional practice.
- Demonstrate the acquisition of knowledge, skills, and values in a supervised practice setting, such as an internship, assistantship, or a full-time management position in a higher education setting and through applications such as case studies, case problems, and simulations.

Students in the general administration emphasis take a core of higher education courses and may select electives that emphasize any one of three specializations: business and finance, institutional research or policy analysis. Elective courses in other units of the university, such as the College of Business and/or the School of Public and Urban Policy, may be included in the program of study for this degree.

Section 2 DEGREE PROGRAMS

Master's in Higher Education – Student Affairs Track (40 hours minimum required for graduation)

Required Courses: 25 Total Credits

- EDH 5051 Higher Education in America: Basic Understandings (3)
- SDS 5040 Student Personnel Services in HE (3)
- EDH 5941 Diversity in Higher Education (3)
- EDF 5400 Basic Descriptive & Inferential Statistics (4)
- EDH 5045 Student Development Theories (3)
- SDS 5804 Practicum in Student Personnel (3)
- SDS 5624 American College Student (3)
- EDH 5630 Program Financial Management (3)

Electives: Minimum of 9 credits required

- EDH 5406 Ethics and Inquiry in Higher Education (1)
- ADE 5175 University Continuing Education (3)
- EDA 5227 Role of the Woman Administrator (3)
- EDH 5042 Student Success in College (3)
- EDH 5054 American Community College (3)
- EDH 5305 College Teaching: Instruction (3)
- EDH 5405 Legal Aspects of Higher Education (3)
- EDH 5504 Institutional Advancement (3)
- EDH 5660 Outcomes of Undergraduate Education (3)
- EDH 5931 Special Topics: Intentional Interventions for Student Development (3)
- EDH 5931 Special Topics: College and University Business Administration (3)
- EDH 5931 Special Topics: Strategic Management in Higher Education (3)

(Other higher education courses may be substituted with consent of advisor)

Internships: Six (6) credits (see below for a discussion of internship experiences)

Recommended Course Sequence (Student Affairs Required Courses)

Fall, First Year

- EDH 5051 Higher Education in America: Basic Understandings
- SDS 5040 Student Personnel Services in Higher Education
- Elective

Spring, First Year

- EDH 5941 Field Lab Internship (Diverse Populations)
- EDH 5045 Student Development Theories
- Elective and/or Internship

Summer

- SDS 5804 Practicum in Student Personnel Work
- Elective and/or Internship

Fall, Second Year

- SDS 5624 American College Student
- Elective and/or Internship

Spring, Second Year

- EDH 5630 Program Financial Management
- Elective and/or Internship

Courses Available in Any Semester

- EDF 5400 Basic Descriptive & Inferential Statistics
- EDH 5944 Internships
- Higher Education Electives

**Master's in Higher Education- General Administration Track(s)
(40 hours required for graduation)**

Required Courses: 22 Total Credits

- EDH 5051 Higher Education in America (3)
- EDH 5506 College and University Business Administration (3)
- EDH 5639 Strategic Management in Higher Education (3)
- EDH 5405 Legal Aspects (3)
- EDH 6505 Finance in Higher Education (3)
- EDH 6635 Organization and Governance of Higher Education (3)
- EDF 5400 Basic Descriptive and Inferential Statistics (4)

Electives: Minimum of 18 credits required in one specialization

Financial Management:

- PAD 5227 Managing Financial Resources (3)
- PAD 5417 Human Resource Management (3)
- PAD 5935 Procurement and Contract Management (3)
- PAD 6207 Financial Resources Administration (3)
- PAD 6226 Budget Simulation and Issues (3)
- EDH 5504 Institutional Advancement (3)
- EDF 5461 Introduction to Program Evaluation (3)
- FIN 5425 Problems in Financial Management (4)
- ISM 5021 Information and Technology Management (4)
- MAN 5245 Organizational Behavior (4)
- RMI 5810 Financial Planning and Investments (4) or
- RMI 5136 Employee Benefit Plans (4)

Students with competencies in accounting and/or economics may be permitted to take any of the following courses by mutual consent of the program and the College of Business.

- ACG 5026 Financial Reporting and Managerial Control (4)
- MAN 5716 Business Conditions and Managerial Economics (4)

Institutional Research[#]

- EDH 5055 Introduction to Institutional Research (required) (3)
- EDH 5042 Student Success in College (3)
- EDH 5660 Outcomes of Undergraduate Education (3)
- EDH 5931 Special Topics: Data Mining (3)
- EDH 5931 Special Topics: IR Institute (3)
- EDH 5931 Special Topics: IR Practicum (3)
- EDH 5931 Special Topics: Data Driven Decision Making (3)
- EDF 5461 Introduction to Program Evaluation (3)

Policy Studies⁺

- EDF 5641 Introduction to Policy Studies in Education (required) (3)
- EDA 5652 Policy Development in Education (required) (3)
- EDA 5288 Politics of Education (required) (3)
- EDF 5935 Special Topic: Economics of Education (3)
- EDF 5569 State Education Policy (3)
- EDF 5935 Special Topic: Federal Education Policy (3)
- EDF 5631 Education and Equality (applied regression) (3)
- EDF 5626 Economic Evaluation of Education Programs (3)
- EDF 5661 The Language of Education Policy (3)
- EDF 6648 Policy Analysis in Education (3)
- EDF 5461 Program Evaluation (3)
- EDF 5519 History of Higher Education (3)
- EDF 5853 Comparative Educational Policy (3)

Internships: Students who are not currently employed in management positions in higher education or who have no previous experience in such positions should plan for an additional six (6) credit hours of internship experience.

Recommended Course Sequence (General Administration Required Courses)

Fall, First Year

- EDH 5051 Higher Education in America
- EDH 5639 Strategic Management in Higher Education
- Elective

Spring, First Year

- EDH 5506 College and University Business Administration
- EDH 6505 Finance in Higher Education
- Elective and/or Internship

[#] Courses may be structured to award the Certificate in Institutional Research. Contact your advisor for more information.

⁺ Courses may be structured to award the Certificate in Policy Studies. Contact your advisor for more information.

Summer, First Year

- EDF 5400 Basic Descriptive and Inferential Statistics
- Elective and/or Internship

Fall, Second Year

- EDH 5405 Legal Aspects
- EDH 6635 Organization and Governance of Higher Education
- Elective and/or Internship

Spring, Second Year

- Elective
- Elective
- Internship (if needed)

Courses Available in Any Semester

- EDF 5400 Basic Descriptive & Inferential Statistics
- EDH 5944 Internships
- Higher Education Electives

Internships

Students who have limited experience in the field of practice should select internships related to their career goals and/or that broaden their background for work in student affairs or general administration. During the regular academic year, internships may be completed in Tallahassee at Florida State, 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, including international internships. Several professional associations sponsor internships in the summer as do other colleges and universities across the country.

At the end of each internship, students write a synthesis paper relating their course work to the internship and to their career goals. The internship paper should be carefully crafted and well-written. Every successive internship should incorporate previous internships and most, if not all, course work in the program. The final internship paper synthesizes all the internship experience and courses and includes a reflection on your development during the program.

Internship papers are valuable for student learning as they provide an opportunity for integration of knowledge and reflection on experience. They also substitute for the master's degree comprehensive examinations. Specific information about the internships and the synthesis papers is included in *Section 3*.

Occasionally a student may enter the master's degree program with professional work experience in higher education. At the student's request, the student's adviser may evaluate this work experience and, if it is found to be substantial and of a professional nature, the adviser may waive either a portion or the entire internship requirement. In such cases, the student may then substitute a 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 internships to increase the breadth of their experience and improve their prospects for employment.

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. For those in the student affairs emphasis, the portfolio preparation process is introduced in the summer term between the first and second year of the master's program in SDS 5804, Practicum in Student Services, and a presentation of the portfolio is a part of the requirements for EDH 5630, Program Financial Management. For those in the general administration emphasis, the portfolio requirement is introduced in the EDH 5931 Special Topics: Current Issues and Applications in College and University Business Administration and the portfolio is evaluated independently by a faculty committee in the final semester prior to graduation.

Professional staff from FSU's Career Services office will introduce the portfolio process to students. Additional guidelines and instructions for portfolio development may be found on the FSU Career Services web site. Students should access the web site as early as possible during their master's degree program and begin developing the portfolio. 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 students 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 chair of the Department of Educational Leadership and Policy Studies. 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 his/her adviser until a *Program of Study* is filed.

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. Students should follow the directions for planning their 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 http://gradstudies.fsu.edu/forms/graduate_handbook.pdf 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.

Program of Study

In consultation with the academic advisor, students develop a *Program of Study*, which they proceed to follow to the completion of the degree. The forms for the program of study can be obtained from the department or downloaded from the College of Education's "Information for Students/Academic Support" website. Full-time students should file an approved *Program of Study* with the Office of Student Services by the end of the second semester of graduate study. Part-time students should file an approved *Program of Study* by the time they have accrued 18 credit hours.

Academic Expectations

Pursuing a master's degree is different from pursuing an undergraduate degree. There is a difference in the level, quality, and amount of academic work expected by the faculty. Students are expected to assume a great deal of responsibility and self-direction in the graduate program. Students must read widely and stay informed on important issues. Some of the specific FSU Higher Education Program expectations are as follows:

- Graduate students are expected to exhibit a higher level of critical thinking skills than those required in undergraduate school. These skills include: analysis, integration of knowledge from different sources, integration of knowledge with practice, synthesis of knowledge, and the ability

to critique and support those criticisms. Papers that contain no synthesis or analysis are not acceptable.

- Graduate students are expected to produce high quality written and oral work; i.e., professional-level presentations in class and papers relatively free of spelling errors, grammatical errors, punctuation errors, and syntax problems. The faculty expects the student's best work on every assignment.
- Graduate students are expected to turn papers and other course related submissions in on time. It is the student's responsibility to set a schedule that will meet the demands of course work, a graduate assistantship, and other professional and personal responsibilities. Do not use the incomplete grade to compensate for poor time management or a lack of organization or self-discipline.
- Graduate students are expected to attend classes. In many classes, the discussion and interchange between the students and professor or among the students are as valuable as formal presentations by the professor. It is inappropriate to leave classes early. The faculty expects every student to attend every class.
- Graduate students are expected to exhibit a high level of professional behavior; i.e., behavior that reflects the student's responsibility to self and others. When involved in group projects, students must demonstrate responsibility by participating fully and in a timely and professional fashion.

Academic Honor System

A major concern of any educational institution, ranking with its concern for the advancement and dissemination of knowledge, is the maintenance of high standards of integrity and responsibility in the academic community. The Florida State University recognizes the responsibility of both faculty and students in developing and maintaining these standards. The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the *Florida State University Student Conduct Code* (6C2-3.004), which can be found in the *Florida State University Student Handbook* located at <http://www.disabilitycenter.fsu.edu/Student%20Handbook%2008.pdf> and the University's *Academic Honor Policy*, which can be found at <http://dof.fsu.edu/forms/honorpolicy.pdf>

Each student is responsible for abiding by the *Academic Honor Policy* at all times. The instructor may further define in writing in the syllabus or other documents the instructor's specification of the acts that shall constitute a violation of the *Academic Honor Policy*. If required by the instructor, at the conclusion of each examination or submission of an assignment, each student shall sign a pledge that the student has neither given nor received aid from any unauthorized source during the examination or the assignment. Any student who observes cheating or violates the *Academic Honor Policy* is expected to report the violation to the instructor and/or the University judicial officer. A list of violations is included in the *Section 5 – Supplementary Materials*.

ADA Compliance

Florida State University is committed to providing a quality education to all qualified students. The Student Disability Resource Center (SDRC) was established to serve as an advocate for FSU students with disabilities and ensure that reasonable accommodations are provided. As a primary advocate for students with disabilities, the SDRC works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom. The SDRC offers an opportunity for students to achieve their academic and personal goals. Students are encouraged to take advantage of the wide array of services available from the SDRC. For further information, contact the Student Disability Resource Center at 644-9566 (voice); 644-8504 (TDD) or go online to <http://www.disabilitycenter.fsu.edu/faculty.html>

Graduate Assistantships

Although the faculty will assist whenever possible, it is the responsibility of the student to secure a graduate assistantship. We expect students to perform well in their assistantships; these are real jobs and they provide students with work experiences. Some assistantships may not be renewable for a second year; lackluster performance or other problems may preclude returning to the assistantship. If a student does not have an assistantship or wishes to change the assistantship for the second year, that student will need to take the initiative in January and February of the current year. As a matter of best professional practice, the student should inform the current assistantship supervisor of the desire to change assistantships. Most applications are due by mid-February. For information on new or currently available assistantships, go to: <http://www.fsu.edu/~elps/he/visiting/assistantships.htm>

Tuition and Fee Waivers

Partial tuition and fee waivers are typically available in the fall and spring semesters with most assistantships. The partial tuition waivers are awarded through the College of Education. The funds are limited and every good faith effort is made to assign the money fairly and wisely. The funds available may not be sufficient to fully fund every student. Summer funding is very limited. It is the student's responsibility to find additional funding sources, usually through the Student Financial Aid Office.

Fall and Spring

Nine hours of coursework are required to receive a tuition and fee waiver in the fall or spring. A student on a qualifying assistantship may take up to 12 hours, but not less than nine hours. Students must be registered for at least nine hours by the time early registration closes, or the tuition waiver will be lost. Questions about tuition waivers, hours, or deadlines should be addressed to the program assistant in the ELPS office, 1209 Stone, 644-6781. To receive a tuition waiver for an upcoming semester, a student must register for the next semester's classes during the current semester.

Summer

Summer tuition waivers are handled differently because they are limited in number and may not be available every year. The student must have a graduate assistantship to receive a tuition waiver. In past years, tuition waivers have been available for different summer sessions at different levels, depending on the session in which the student is enrolled. (Note the table below.) *Do not make any assumptions--ask questions!*

Session	Minimum Enrollment
A	9 hours
D or F	7 hours
B or C	5 hours
Combinations of above	9 hours

Professional Development

Numerous professional development opportunities exist for higher education students:

Student governance groups. The Higher Education Student Association (HESA) [formerly the Student Advisory Council (SAC)] holds officer elections each spring. Committees are active year around and are eager for new members. Higher education students may 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 who are 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 events that students may be permitted to attend.

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 American Educational Research Association (AERA), Southern Association for College Student Affairs (SACSA), National Association of College and University Business Officers (NACUBO), National Association for Student Personnel Administrators (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 usually fielded a team in the NASPA Master's Case Study Competition, the ACPA 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. Professors may suggest that students consider developing a paper for submission to a scholarly or professional journal. Some faculty are 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 and University Law*, *The Review of Higher Education*, *Journal of College and Character*, 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. Students are expected to own a computer, and computers 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.

Job Search and Placement

Students will develop an electronic portfolio and a professional resume as part of preparation for the degree. The portfolio requirement is detailed above. Students enrolled in the student affairs emphasis will prepare resumes as one of the course requirements for the summer practicum course. Students enrolled in the general administration emphasis will prepare resumes as part of the current issues in the university business administration course. If you are graduating in April or August, your professional resume should be ready in January of that year. The program will hold a job search seminar during the spring semester. 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 been there. Mock interviews with professionals on campus will 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 (e.g. NACUBO) post job announcements at their websites or in electronic newsletters. The program faculty will also post vacancies through email list serves for master's and doctoral students. Students should also 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 in

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.

Section 3 INTERNSHIPS

The following information is provided to assist you in planning and effectively completing your internship experience.

Purpose

Internships provide valuable practical experience in higher education offices or agencies. In addition to gaining an understanding of how the particular organization functions and what the staff members do, student interns develop their professional skills. The internship provides the laboratory for the student to translate what is learned in courses to the actual practice of student affairs or general higher education administration. The student should reflect upon and demonstrate what he or she has learned in a synthesis paper prepared for the instructor.

[In the narrative below, the term "instructor" refers to the FSU faculty member who is responsible for overseeing and grading your internship. The term "supervisor" refers to the staff member with whom the student is working in the internship and who is responsible for student's evaluations.]

Planning

It is important that you arrange your internship in advance. Many internship options are presented in introductory courses; others can be arranged through your initiative. Consult with your adviser regarding appropriate options and discuss the potential internship with the staff member in the office you have chosen. The following is a general timeline.

- Your internship 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.
- You will negotiate your internship responsibilities with your supervisor and your instructor. Therefore, you should think about goals prior to the start of the semester so that you can complete your contract by the end of the 2nd week of the semester.
- Evaluations will be scheduled in the last 6 weeks of the semester. The synthesis paper is due during finals week. The specific dates for these and other activities follow these instructions.

Credit Hours

A three-hour internship involves 9-10 hours per week (120 hours) of work for your assigned office; a two-hour internship 6-7 hours per week (80 hours); and, a one-hour internship 3-4 hours per week (40 hours). This time includes work you do for the office that may not actually occur in the office.

Evaluations

You will be expected to arrange for two evaluation sessions during the semester. The mid-term evaluation will be a meeting between you, the internship supervisor, and the faculty member whose internship section you are enrolled in for the fall or spring semester. The three of you 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 session as they will receive the completed evaluation forms from you and your supervisor. There are no mid-term evaluations in the summer.

Evaluation sessions focus on the progress being made toward your goals and objectives. Adjustments may need to be made at this time and must be agreed upon in writing by you, the supervisor, and the

instructor. While the instructor will be a part of the mid-term evaluation conference of all internships taking place in Tallahassee during the fall and spring; in the summer, the student will provide the instructor with a summary of this evaluation signed by both the student and the supervisor.

Seminar

All interns in the fall and spring must attend two seminars with the internship instructors. The primary purposes of the seminars are to discuss theory to practice issues and common interpersonal issues. These seminars will be scheduled at an agreed upon time and announced.

Synthesis Paper

The synthesis paper required for each internship experience is a demonstration of your ability to apply what you have learned in the classroom to an actual work experience. The paper should relate your internship experience to what you have been taught concerning practice and theories. It should document your perception, awareness, and knowledge about how programs really work. Theory taught in the classroom may be different from the theory of practice. You are expected to demonstrate knowledge of the two kinds of theory, show an understanding of the need to ground theory in practice, the challenges in doing that, and to provide a synthesis or "bringing together" of thought and action.

To demonstrate real learning, the preparation of this synthesis paper will take some careful thought. Keeping a journal or notes during your internship may help in writing the paper. You are encouraged to meet with your internship instructor to discuss the development of your paper if needed. Internship papers should be 3-5 pages long. In the final internship paper, students are expected to reflect on their previous internships and relevant courses and their own development as a professional in the program. The final paper is 10-12 pages long.

The Internship Synthesis papers are seen by the faculty as a valuable and important part of your professional development. While some preparation programs use a comprehensive examination to assess the accomplishments of master's students, your faculty has determined that the internship papers are a much more valuable and educational activity.

Grading

The internship is graded on a S-U basis. The instructor must have all the evaluations and the synthesis paper in hand before your grade can be turned in. Everything is due before or during finals week.

Some students fall into the trap of not doing the internship paper immediately. The longer you delay doing the paper, the harder it is to do. Some students have even delayed doing their papers so long the Incompletes have become Incomplete Expired and are treated as F's in computing grades. Incomplete grades must be made up by the end of the next term of enrollment to avoid becoming Incomplete Expired. Papers keep piling up, and delaying this one does not lighten your burden of work; you will have new work to do each term.

Please give the instructor a copy of any report or project you undertake as part of the internship. The department must maintain a file on your internship experiences, and all this material can be used to demonstrate and document your growing professional competence and skills.

Deadlines

Fall, 2009

Assignment or Activity

Date Due

Internship Assignment Approval Form
Internship Planning & Performance Contract

September 4, 2009
September 4, 2009

Mid-term Evaluation Session (Set up a meeting with you; your faculty advisor; and your supervisor.)	October 12– 23, 2009
Self-Evaluation, Supervisor's Evaluation, and Synthesis Paper	December 4, 2009 or before

Spring, 2010

<u>Assignment or Activity</u>	<u>Date Due</u>
Internship Assignment Approval Form	January 8, 2010
Internship Planning & Performance Contract	January 8, 2010
Mid-term Evaluation Session (Set up a meeting with you; your faculty advisor; and your supervisor.)	February 8–19, 2010
Self-Evaluation, Supervisor's Evaluation, and Synthesis Paper	April 9, 2010 or before

Summer, 2010

<u>Assignment or Activity</u>	<u>Date Due</u>
Internship Assignment Approval Form	May 7, 2010
Internship Planning & Performance Contract	May 7, 2010
Mid-term Evaluation Session (Go over your contract with your supervisor, assess how you are doing, and e-mail your instructor an update on the results of the discussion—no F2F in summers!)	Halfway through your internship
Self-Evaluation, Supervisor's Evaluation, Synthesis Paper	July 30, 2009
Internship Assignment Approval Form for Fall	August 27, 2010

[Note: For summer if you or your supervisor needs to speak with your internship instructor, please e-mail your instructor or call the main office number. Leave a message with contact information and a time (EDT) when your call can be returned.]

Forms

Several forms have been developed to assist you in communication, planning, and professional skills evaluation relative to your internship. The following forms are available on the Higher Education Program website under Internship Forms- www.fsu.edu/~elaps/he/Internships

- *The Internship Assignment Approval Form* provides the internship instructor with a confirmation of your acceptance in an office. The instructor then confirms the assignment with the supervisor. Copies of the forms are available on the bookcase during the internship seminar held at the beginning of the fall and spring semesters or can be copied from the website.
- *The Internship Planning and Performance Contract* provides a format for you to communicate your goals, objectives, specific responsibilities, evaluation plans, and projected timelines to your supervisor and instructor. This contract serves as a planning tool, a guide to your experience once completed, and a source for evaluation of your performance. It is important that the contract reflect your goals in order for you to obtain the maximum benefits of this experience. An example of the Internship Contract can be found on the website.
- *The Student Characteristics and Work Skills Evaluation Forms* give both you and your supervisor an opportunity to assess your developing professional characteristics and skills. You and your supervisor fill out the forms separately and then discuss your ratings. The instructor will go over both forms with you if there are discrepancies. Copies of the forms will be distributed during the Internship seminar or can be copied from the website.

Section 4

PORTFOLIO COMPONENTS

Part I: Philosophy of Professional Practice

Develop a statement of your vision of what constitutes good professional practice in higher education. This guideline is intended to give those who are general administration majors a chance to talk about their roles as administrators in higher education. Student affairs majors would write about their philosophy of student affairs. A good statement would include your beliefs about: how students learn; creating environments that foster student learning; working with the development levels of students; how students, faculty, and administrators should relate to each other and what those relationships contribute to learning; and a professional's relationship with colleagues and responsibilities to the institution.

Part II: Statement of Ethical Practice

Develop a statement of ethical principles that you believe constitute a foundation of good practice. Relate these principles to your anticipated role as a higher education administrator.

Part III: Knowledge and Competencies

Discuss the knowledge you have gained and skills and competencies you have developed as a result of course work, graduate assistantship(s), and internships while enrolled in the master's program. Explain significant connections you discovered between and among your courses (feel free to include graphics, mental models, schematics, etc). This part is not intended to be extremely lengthy; it is intended to be well thought out and concise.

Part IV: Evidence of Performance

Provide at least one item (preferably more) that provides evidence of your professional or academic performance. Such evidence is intended to be something you have already done, such as a paper that was particularly good, a brochure, policy, workshop, or program you developed, or other creative demonstrations of your professionalism. You may also include commendation letters, etc., but they are not a substitute for the one demonstration item of your performance.

Section 5

SUPPLEMENTARY MATERIALS

Steps to Success in Graduate School

It takes effort to succeed in graduate school. Poor habits and practices developed as undergraduates do not serve students well in graduate school as students 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. The next reading 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 application to practice 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.

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. Immature and selfish behavior, problems with interpersonal communication, and reading unintended meanings into normal situations are frequently the causes of problems within the class. You can avoid such problems by relating to each other as professionals as well as peers.

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 11 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 calling 644-6495. 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
- Write for your audience.
- 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 (5th ed.)* should be purchased and is available at the FSU bookstore.
- Cite your references as appropriate. Support your statements with references.
- Use headings to help the 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. You'll be amazed at how many things you will want to fix.
- 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 brutal 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.
- 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>.

Tips for Making Yourself Marketable

- Gain internship experience whenever possible.
- 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! Volunteer and follow through.
- Network whenever, wherever, and with whomever you possibly can.
- Gain experience planning and presenting programs, both at FSU and at conferences.
- Take time out for personal growth and insight. Keep a personal journal.
- Expose yourself to diverse student populations and institutions.
- 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 you are interested in early. Find out what they are looking for in new professionals.

- Learn how to communicate your experiences effectively. 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

American College Personnel Association (ACPA)
Website: www.acpa.nche.edu

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 of College and University Housing Officers –International (ACUHO-I)
Website: www.acuho.ohio-state.edu
**** 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

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: www.florida-aauw.org
Hispanic Association of Colleges and Universities (HACU)
Website: www.hacu.net

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

National Association of Student Personnel Administrators (NASPA)
Website: www.naspa.org

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

Professional Conferences (a limited listing)

NODA

November 7-10, 2009, Anaheim, CA
www.nodaweb.org

SACSA

November 7-9, 2009, Nashville, TN
www.sacsa.org

AFA

December 6-10, 2009, Jacksonville, FL
www.fraternityadvisors.org

ASCA

February 4-8, 2010, St. Pete Beach, FL
<http://asca2009conference.tamu.edu>

NACA

February 13-17, 2010 Boston, MA
<http://www.naca.org>

ACUI

February 28-March 4, 2010 NYC, NY
www.acui.org

FIRST YEAR EXPERIENCE

February 12-16, 2010 Denver, CO
www.sc.edu/fye

NASPA

March 6-10, 2010, Chicago, IL
www.naspa.org

ACPA

March 20-24, 2010 Boston, MA
[www. www.myacpa.org](http://www.myacpa.org)

ACUHO-I

June 26-29, 2010, Austin, TX
www.acuho-i.org

Selected Internet Resources

Greek Life

Center for the Study of the College Fraternity / www.indiana.edu/~cscf/
National Panhellenic Conference / www.npcwomen.org
National Pan-Hellenic Council / www.nphchq.org/

Higher Education Jobs

Academic 360.com / www.higher-ed.org/jobs/
ACPA / www.acpa.nche.edu/placemnt/placemnt.htm
The Chronicle of Higher Education / <http://chronicle.com/>
Education Jobs / nationjob.com/education
Higher Education Jobs / www.higheredjobs.com
Institutional Research Jobs / airweb.org/jobs.html
NASPA / <http://jobslink.naspa.org/search.cfm>
Student Affairs Jobs / www.StudentAffairs.com/jobs/

Higher Education Resources

American Association of State Colleges & Universities / www.aascu.org/
Center for Academic Integrity / www.academicintegrity.org
The Chronicle of Higher Education / <http://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.ncherp.org/

Student Affairs

Council for the Advancement of Standards (CAS) / www.cas.edu/
Student Affairs Virtual Compass / www.StudentAffairs.com
www.StudentAffairs.com/ www.studentaffairs.com

Academic Honor Violations

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 application of any information or material that is used in evaluating academic work.

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.** Intentional and 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 6 MASTER'S PROGRAM COURSE LIST*

SDS 5040 Student Personnel 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 5042 Student Success in College (Summer)

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 5045 Student Development Theories (Spring)

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 are explored.

EDH 5051 Higher Education in America (Fall)

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.

EDH 5054 The American Community College (Spring)

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 (Summer)

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 six weeks of distance learning through a FSU Blackboard website.

EDH 5068 Outcomes of Undergraduate Education (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.

EDA 5227 The Role of the Woman Administrator in Education (Spring)

EDA 5227 is designed to provide students the opportunity to explore and study issues of concern to women administrators working in educational institutions. In addition to reviewing models and theories of leadership, students examine the research and professional literature on gender issues, especially as it pertains to an educational and administrative context, and explores issues of concern to woman administrators and their professional development.

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 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 5406 Ethics and Inquiry (Fall)

As a future leader in higher education, you must be prepared to make informed judgments based upon ethical principles and ethical reasoning. This course offers an opportunity, within a controlled, affirming environment, to study ethical issues in the college setting, to analyze ethical dilemmas confronting higher education administrators and students, to gain experience in examining practical ethical problems confronted in professional work, and to clarify your own professional ethical standards.

EDH 5504 College and University Institutional Advancement (Fall)

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 (3) (Spring Term)

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 5639 Strategic Management in Higher Education (3) (Fall Term)

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.

EDF 5519 History of Higher Education (Spring- alternates with EDF 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.

SDS 5624 American College Student (Fall)

The course is a study of traditional age American college students—who they have been, who they are, and who they will be—and of the organizations and subcultures of college students. Throughout the course, current information on contemporary college students, their defining characteristics, values, behaviors, and interests will be presented and discussed. Class members also study college peer culture and do an in-depth study of a student subculture using ethnographic techniques.

EDH 5630 Program Financial Management (Spring)

5630 emphasizes the process of organizing available human and fiscal resources to meet institutional, program, and personal goals in an efficient, effective, ethical, and fiscally responsible manner. This course provides an overview of the process of organizing the personnel and financial resources needed to effectively meet institutional and student development concepts and skills. A major project of the course is the preparation of an operating budget for a new Student Affairs program or service. As part of the project students will prepare a preliminary grant proposal to assist with funding. The development of a professional electronic portfolio is also a requirement of this course.

EDH 5631 Academic Leadership (Fall)

5631 provides an opportunity for detailed study of the structures, functions, politics, and culture of academic departments. The interdependence of tasks and responsibilities of provosts, deans, and department chairs will be examined to assess how leadership styles at these different levels converge and translate into teaching, research, and service at the department level.

SDS 5804 Practicum in Student Personnel (Summer)

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 5931 Special Topics in Higher Education: Intentional Interventions (Summer)

This course is designed for future student affairs practitioners and is intended to promote understanding of how best to work with various groups of college students. Students explore and develop skills in advising student groups and organizations, counseling, team building, and training.

EDH 5941 Diversity in Higher Education (Spring)

Colleges and universities are becoming more diverse in terms of race/ethnicity, cultural background, gender, sexual orientation, and class status. As this trend continues, future student affairs professionals must continue to increase their awareness about diverse groups and learn to work effectively with various populations of students, faculty, staff, and administrators. This course is designed to increase awareness about the diverse society in which we live through critical reflection, dialogue, and self-exploration of ourselves in relation to the world around us.

EDH 6067 International Perspectives in Higher Education (Fall)

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 6081 Leading Change in Higher Education (Spring)

This course is a continuation of EDH 6635, Organization and Governance, as it makes a progressive shift from a 'management' to a 'leadership' orientation; from elements of organization culture to application of change strategies that address organizational culture; from rational and strategic planning to the role of planning in organizational change; from current characteristics of higher education to the vision and future of higher education; from traditional human and organizational approaches to change and transformational processes; and from individual and group tasks/projects to collaborative approaches through the application of synergy, learning teams and learning communities.

EDH 6401 Public Policy and Higher Education (Fall)

Higher education has profound influences on individuals and the society as a whole. Unfortunately, many issues, such as skyrocketing college costs, the disconnection between K-12 education 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 is intended for graduate students to gain a greater understanding of the process of public policy making and the impact of public policy on higher education. The interaction between the states and the federal government and the interconnections between K-12 and higher education will be explored and discussed.

EDH 6505 Finance in Higher Education (Spring)

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 (Spring)

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.

EDH 5931 Special Topics (Summer)

Special Topics courses, generally designated with the course prefix, EDH 5931, may be offered on a reoccurring basis, more often than not in the summers. These courses are typically new course topics that may or may not be continued. Special Topics courses, by university regulation, may not be offered more than three times (3X) under the EDH 5931 prefix. If a Special Topics course is offered, it will generally be announced by the instructor prior to pre-registration.

APPENDIX A

INTERNSHIP FORMS

Internship Approval form Internship Goals and Objectives Student Self Evaluation Supervisor Evaluation

The following forms are to be used in the Higher Education Internship. Copies of the forms can be found on the Higher Education website under Documents and Forms. They can be downloaded and printed from the website. They are presented here as a ready reference for students, internship supervisors, and as general information.

The Internship Approval form should be filled out by the student at the beginning of the semester, signed by the student, internship supervisor, and the instructor (higher education faculty member).

The Goals and Objectives form should be completed and submitted along with the Approval form at the beginning of the semester. The student is responsible for identifying specific goals and objectives to be completed during the internship. These goals will be reviewed at mid-term and again at the end of the semester.

The Student Self Evaluation and Supervisor Evaluation are both to be completed at the end of the semester. Students should complete the Self-Evaluation prior to meeting with the Supervisor for the internship. The Supervisor Evaluation can be the focus of a final review meeting with the internship supervisor. Both the Student and Supervisor evaluations should be sent to the Internship instructor (supervising HE faculty member) at the end of the semester.

An internship paper is required at the end of each internship. See the Internship section of the Handbook for more information.

**INTERNSHIP PLANNING AND PERFORMANCE
CONTRACT OUTLINE**

(*Type on plain paper and follow this format. Submit with the Approval form)

Goal # 1:

Objective #1:

Specific Activities and Responsibilities:
Evaluation (Who, When, How?):
Projected Deadline for Completion:

Objective #2:

Specific Activities and Responsibilities:
Evaluation (Who, When, How?):
Projected Deadline for Completion:

Goal # 2:

Objective #1:

Specific Activities and Responsibilities:
Evaluation (Who, When, How?):
Projected Deadline for Completion:

Objective #2:

Specific Activities and Responsibilities:
Evaluation (Who, When, How?):
Projected Deadline for Completion:

Approvals:

Student _____

Supervisor _____

Instructor _____

Date Submitted: _____

You may have more than two objectives for each goal and you may have more than two goals. Your contract should be typed using the format in this outline. Complete the form, obtain the signatures of the supervisor and instructor, and then provide the supervisor and instructor with copies and keep one for yourself.

FLORIDA STATE UNIVERSITY
Department of Educational Leadership & Policy Studies
Master's Program in Higher Education Administration

Internship Assignment Approval Form

Date _____

Student Name _____

The above named student has been accepted to do an internship in our office
for _____, 20____.

Office: _____

Supervisor's name: _____

Mailing address: _____

Phone number: _____

Internship Supervisor: _____

Signature

Student: _____

Signature

Internship Instructor: _____

Signature

Acknowledgment sent to supervisor: _____

date

Florida State University
 Department of Educational Leadership & Policy Studies

Master's Program in Higher Education Administration
Student Characteristics and Work Skills Evaluation Form
 (Student Self-Evaluation)

Instructions: Please complete the following form and return it to you instructor. Be as precise and as accurate as possible in assessing your abilities. This self-evaluation will go far in aiding your major advisor in planning further projects for you and in assisting you in your professional growth

Student: _____ Internship: _____
 Supervisor: _____ Location: _____ Phone: _____
 Instructor: _____ Location: _____ Phone: _____
 Office in which the internship was conducted: _____

Evaluation: Following is a list of areas in which you may have developed and characteristics you may have demonstrated in the internship. As accurately as possible, rate yourself and your experience on each item by using the rating scale and completing the questions provided.

I. Individual Performance	Excellent	Good	Fair	Poor
Demonstration of interest in the field (willingness to learn, enthusiasm for work).				
Ability to organize (thoughts, material, and time).				
Implementation of the purpose of the office (knowledge of procedures, ability to translate goals into action).				
Initiative (willingness to accept responsibility, to offer leadership, to make suggestions, to act on own).				
Oral Communication (listening as well as speaking, giving reports).				
Written Communication (ability to express ideas, choice of grammar).				
Ability to carry through on task (completion of assignments, performance of duties, dependability).				
Self-confidence (ability to lead informal meetings, discussion groups, do things which challenge competencies).				
General physical appearance (neatness, appropriate dress, posture).				
Maturity (ability to accept criticism, engage in discussion of ideas and work performance).				
Acceptance of responsibility (punctuality, ability to evaluate results of actions).				

Understanding of the fundamental purpose or philosophy of the office.				
II. Staff Relations	Excellent	Good	Fair	Poor
Working relationship established with supervisor				
Involvement in work situations				
Took opportunity to meet staff members and people in other offices.				
Opportunity provided for constructive criticism and evaluation of your performance.				
Evaluation of this internship program in terms of your total academic program.				

III. Professional Growth

1. How has this internship aided in your personal development of a code of ethics? Explain.

2. How has this internship assisted you in the development of a philosophy relating to the special field of higher education? Explain.

3. Have your duties or activities in this internship helped you to become familiar with the professional journals and organizations related to special areas? Explain.

4. Has the internship provided role models, i.e., individuals whose professional performance you can emulate? Explain.

5. Give your overall reaction to this experience, indicating the extent to which you were able to realize the goals you set for yourself. Include suggestions (and/or criticisms) that you feel will help to improve the internship.

6. From the list in Section I above, what do you feel are your two strongest characteristics?

7. From the list in Section I above, what do you feel are the two characteristics you need to continue to improve? Explain.

Florida State University
 Department of Educational Leadership & Policy Studies

Master's Program in Higher Education Administration
Student Characteristics and Work Skills Evaluation Form
 (Supervisor)

Instructions: Please complete the following form and return it to the student's instructor. Your assessment of the student's abilities in the areas indicated below will go far in facilitating the professional growth of the student.

Student: _____ Internship: _____

Supervisor: _____ Location: _____ Phone: _____

Instructor: _____ Location: _____ Phone: _____

Office in which the internship was conducted: _____

Evaluation: Following is a list of areas in which you may have observed behavior characteristics of the student working under your supervision. Please indicate by use of the rating scale and by completion of questions your assessment of the student in each area.

I. Student Characteristics	Excellent	Good	Fair	Poor
Demonstration of interest in the field (willingness to learn, enthusiasm for work).				
Ability to organize (thoughts, material, and time).				
Grasp of fundamental purpose or philosophy of the office.				
Initiative (willingness to accept responsibility, to offer leadership, to make suggestions, to act on own).				
Oral Communication (listening as well as speaking, giving reports).				
Written Communication (ability to express ideas, choice of grammar).				
Ability to carry through on task (completion of assignments, performance of duties, dependability).				
Self-confidence (ability to lead informal meetings, discussion groups, do things which challenge competencies).				
General physical appearance (neatness, appropriate dress, posture).				
Maturity (ability to accept criticism, engage in discussion of ideas and work performance).				
Evidence of individual growth and professional development as a result of the internship.				
Ethical and professional awareness as evidenced in contacts with students, staff, and others.				

II. Staff Relations	Excellent	Good	Fair	Poor
Working relationship established with supervisor				
Involvement in work situations				
Took opportunity to meet staff members and people in other offices.				
Took opportunity to exchange ideas with staff members.				
Reaction to constructive criticism and evaluation of performance.				

III. Professional Growth

1. Within the limits of this internship, what do you think are the student's two strongest characteristics in the list above?

2. What do you think are the student's two characteristics that need the most improvement?

3. What comments can you make about the student's potential as an administrator?

4. What additional factors not covered in this evaluation do you think deserve mentioning?
