GRADUATE PROGRAM in

HIGHER EDUCATION

STUDENT HANDBOOK

2014-2015

(Updated January 2015)

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INTRODUCTION TO THE GRADUATE PROGRAM IN
HIGHER EDUCATION

This Handbook serves as a guide for students pursuing a Master of Arts in Higher Education at Messiah College. In addition to this document, students should also make themselves familiar with the policies and requirements for graduate students contained in the Graduate Programs Student Handbook for Messiah College.

Disclaimer

The Higher Education Graduate Program Handbook serves as a reference guide regarding the Program's policies, procedures, and services. This handbook is not intended to, nor does it contain the complete and exact text of all rules, regulations, policies and procedures that relate to graduate students. The Messiah College Graduate Student Handbook also contains policies, procedures and information about services for graduate students and should be used in conjunction with this program-specific handbook. It is not uncommon for individual programs to establish policy and expectations that exceed the minimum standards delineated in the general graduate student handbook. When this occurs, the text of this program-specific handbook supersedes that which addresses the same topic in the general graduate student handbook.

The provisions and requirements stated in the Higher Education Graduate Program Handbook are not considered to be an irrevocable contract between the student and Messiah College. The College reserves the right to amend, revise or modify content at any time and to revoke any rule, regulation and schedule, both academic and financial, within this publication. Changes will be communicated to all students with the effective date that has been established by the College. The College will endeavor to inform graduate students of any changes. However, it is the students' responsibility to keep themselves appraised of current policy and procedures by referencing the website. Publishing on the graduate programs website shall be deemed to be reasonable notice of any such change.

Mission of Messiah College

Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

Mission of the Master of Arts Program in Higher Education

The aim of the Master of Arts in Higher Education is to equip visionary higher education leaders to be agents of innovation and renewal. The program focuses on preparing educational leaders to be effective, transformative agents in various higher education settings.

In particular, the program aims: (1) to equip leaders to transform various higher education contexts, including colleges/universities, professional associations, and higher education agencies; (2) to prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in educational programs and mission-driven initiatives; (3) to develop scholars who advance the field of higher education and its contribution to society; and (4) to nurture leaders with a professional identity rooted in the ethical and vocational sensibilities of the Christian tradition.

Design of the Program

The Master of Arts in Higher Education is a 36 credit hour program designed for students who (a) have graduated from an accredited undergraduate institution; (b) aspire to become effective, transformative agents in higher education settings; (c) want to advance the field of higher education and its contribution to society; and (d) wish to be trained by seasoned, Christian faculty members.

All students will be required to complete six common courses (18 credits) which will provide the basis for excellence in educational practice within higher education organizations. Each student will be required to complete 18 credits in a chosen specialization which includes a 6 credit capstone requirement. This requirement can be met by completing courses associated with each of the specialization tracks (College Athletics Management and Student Affairs) or by combining coursework across these specializations to complete an individualized concentration. The capstone requirement consists of (1) a 6 credit internship, or (2) a 3 credit internship and a 3 credit thesis.

Program Learning Objectives

The Master of Arts in Higher Education is designed:

1. To equip leaders to transform various higher education contexts, including colleges/universities, professional associations, and higher education agencies. As a result of completing the Master of Arts in Higher Education program, graduates will:

   a. Understand the purposes of higher education within a global context.
   b. Demonstrate awareness of the unique administrative, organizational, governance issues, and structures present in higher education and be prepared to skillfully operate within multiple cultural environments.
   c. Demonstrate the ability to assess organizational culture in order to navigate organizational structures and demands in a manner that allows them to work effectively within them.
   d. Demonstrate an understanding of the theoretical and practical principles for effective leadership, including the articulation of a personal philosophy of leadership and the ability to foster leadership in others.
   e. Exhibit the capacity to assess questions of access and quality in order to achieve inclusiveness within higher education organizations as well as toward advance reconciliation in and through higher education communities.

f. Demonstrate a working knowledge of the various program areas usually included under the rubric of intended professional context.

2. To prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in educational programs and mission-driven initiatives. As a result of completing the Master of Arts in Higher Education program, graduates will:

   a. Demonstrate proficiency in development, promotion, implementation, and assessment toward excellence in educational programs and mission-driven initiatives.
   b. Exhibit a comprehensive understanding of higher education finance and funding structures as well as the ability to understand, construct, and manage institutional as well as departmental budgets.
   c. Understand the principles and practices of program assessment, including the ability to incorporate assessment findings into program review and improvement.
   d. Comprehend legal and ethical issues in higher education in order to comply with regulations and impact ongoing legal questions.
   e. Embody a commitment to excellence through participation in professionally-oriented internship opportunities and practice-oriented pedagogy.
   f. Demonstrate the ability to utilize technology systems and their applications in administering higher education functions.
   g. Demonstrate the capacity to apply content knowledge to real-world strategic decisions in ways that enhance institutional effectiveness.

3. To develop scholars who advance the field of higher education and its contribution to society. As a result of completing the Master of Arts in Higher Education program, graduates will:

   a. Understand the contours of higher education within its theological, philosophical, and historical contexts and demonstrative the ability to discern significant implications of these foundations.
   b. Demonstrate research proficiency sufficient for the purposes of program assessment, innovation within higher education, and advancement of knowledge in the field.
   c. Demonstrate knowledge of significant issues and trends in higher education, including understanding methods of identifying and evaluating contemporary developments.
   d. Display capabilities for research, writing, and presentation in the investigation of specific topics, including the ability to use writing to advance matters of consequence within internal and external constituencies.

4. To nurture leaders with a professional identity rooted in the ethical and vocational sensibilities of the Christian tradition. As a result of completing the Master of Arts in Higher Education program, graduates will:

   a. Be prepared to meet the ethical responsibilities associated with their roles as higher education professionals.
   b. Demonstrate integrative thinking about ethical and moral issues in higher education.

c. Integrate effective practices and wisdom of higher education specialty areas with a Christian perspective.
d. Advocate and model a holistic approach to the person in higher education settings.

ACADEMICS

Admission

Admission Process for Degree-Seeking Students
Applications are accepted and reviewed throughout the year on a rolling basis; therefore, students may apply into the program at any point. HIED 511: Foundations of Higher Education is the preferred point of entry but must be completed within the first year of study.

Application materials can be found on the graduate programs website, which can be found at the following address: http://www.messiah.edu/gradprograms. As indicated on the application, materials should be emailed to GradPrograms@messiah.edu. Official transcripts and other documents may be mailed to Graduate Programs, 1 College Avenue, Suite 3060, Mechanicsburg, PA, 17055.

Admission decisions will be made by the Graduate Program Committee for Higher Education upon review of the application materials, interviews (when applicable), and other relevant information that has been provided. The decision to admit a student is based upon both quantitative and qualitative criteria that in combination lead the committee to believe that the applicant possesses the following: (a) the academic preparation, abilities, and drive to successfully complete the program; (b) the potential to contribute positively to the work of Higher Education; and (c) the desire to grow personally and professionally.

Admission Requirements for Messiah College Graduate Programs
1. Bachelor's degree from an accredited institution
2. Completed Application and Application Fee
3. Official transcripts from all colleges or universities attended
4. Undergraduate cumulative GPA of 3.00 or above
5. Written personal statement of purpose (not to exceed 500 words)
6. Two recommendations (professional and/or academic)
7. Resume or Curriculum Vita
8. Any additional material specified by your chosen program

Additional Admission Requirements for the Master of Arts Program in Higher Education
1. In a brief essay of approximately 500 words, envision and briefly describe one way that higher education should improve for the future. Describe the characteristics required of higher education leaders to effectively bring about the change you propose. Identify one or more significant experiences and/or personal qualities that have influenced your own ability to be an effective educational leader.

2. Interviews (in person or by web conference) will be conducted in cases in which the department's admissions committee needs more information to make its admission decision.
3. Conditional Admission – Students who do not initially meet all of the requirements for admission may be accepted for conditional admission.

Transfer Credits

Up to 6 of the total number of credits required for the degree may be accepted as transfer credits provided that:

1. The credits were taken at a regionally accredited college or university;
2. The credits were completed at the graduate level;
3. A minimum grade of a B was earned for each course;
4. The credits were taken within the last seven years; and
5. The credits are not among those that must be taken at Messiah College.

Courses Required to Be Taken at Messiah College

For the M.A. in Higher Education the following courses must be completed at Messiah College and may not be counted as incoming transfer credits:

1. HIED 511: Foundations in Higher Education
2. HIED 562: Internship

Academic Advisors

Students who are granted admission to the Higher Education Program will be assigned an academic advisor. This individual will assist students with their academic and professional goals and growth (e.g., course selection and preparation for advancement through the program). Academic Advisors are responsible for communicating with each of his/her advisees at least once each term in which they are enrolled, but it is ultimately the students' responsibility to keep their advisors informed of any changes in their student record information or circumstances that may prohibit the student from staying on track with the required course work.

Course Registration

Students admitted to the College formally register for classes through the academic advisement process. Prior to registration, students must ensure their accounts are up-to-date with the Business Office and their health records file is current with the Engle Center for Counseling and Health Services. Any student not in compliance with these requirements will be blocked from registering.

Students should make arrangements to communicate with their academic advisor to discuss course selections for the upcoming registration period. Messiah College graduate programs follow a three semester calendar: Fall, Spring, and Summer.

Course Schedule and Calendar

The Master of Arts Program in Higher Education offers courses in three different formats: (a) one-week intensive courses held on campus and (b) eight-week courses conducted entirely online. Individual courses are offered in only one of the three formats listed above, so students must take each course in its prescribed format.) Intensive courses take place in July and the eight-week online courses take place in the fall and spring semesters.

The one week intensive course, HIED 511 Foundations of Higher Education, will be offered annually in order to ensure that all students complete this course within the first year of study.

Students register for multiple terms at one time. During the Fall registration period (around April 1), students should register for Early Fall and Late Fall courses. During the Spring registration period (around November 1), students should register for Early Spring and Late Spring courses. During the Summer registration period, students should register for Summer Intensive courses.

Specific dates for these terms for the next two academic years are as follows:

ACADEMIC YEAR: 2014-2015	
Term	**Dates**
Summer Intensive	July 28, 2014 – August 1, 2014 (on campus)
Early Fall	August 24, 2014 – October 18, 2014
Late Fall	October 26, 2014 – December 20, 2014
Early Spring	January 11, 2015- March 7, 2015
Late Spring	March 15, 2015 – May 9, 2015
Early Summer	May 17, 2015 – July 11, 2015

ACADEMIC YEAR: 2015-2016	
Term	**Dates**
Summer Intensive	July 27, 2015 - July 31, 2015 (on campus)
Early Fall	August 23, 2015 – October 17, 2015
Late Fall	October 25, 2015 – December 19, 2015
Early Spring	January 10, 2016 – March 5, 2016
Late Spring	March 13, 2016 – May 7, 2016
Early Summer	May 15, 2016 – July 9. 2016

Curriculum

Curriculum-- Master of Arts in Higher Education Program

Required Core Courses (18 credits)
HIED 511: Foundations of Higher Education (3)
HIED 512: Organizational Culture and Governance in Higher Education (3)
HIED 513: Institutional Assessment and Effectiveness (3)
HIED 514: Equity Issues in Higher Education (3)
HIED 515: Strategic Leadership in Higher Education (3)
HIED 516: Legal and Ethical Issues In Higher Education (3)

Academic Support Services (18 credits; 36 total)
      HIED 520: Academic Engagement and Learning in Higher Education (3)
      HIED 525: Curriculum Development in Higher Education (3)
      Any two of the following courses:
      COUN 528: Career Counseling Across the Lifespan (3)
      EDME/COUN 551: Effective Practices for Every Learner (3)
      EDME/HIED 580: Educational Research Methods (3)
      HIED 551: College and University Environments (3)
      HIED 553: Enrollment Management in Higher Education (3)
      HIED 555: Spiritual Formation in Higher Education (3)
      Capstone Requirement (6)
            HIED 562: Internship in Higher Education (3)
            One of the following*:
            HIED 563: Internship II in Higher Education (3)
            HIED 565: Thesis (3)

College Athletics Concentration (18 credits; 36 total)
      HIED 530: Collegiate Sports Administration (3)
      HIED 531: Events and Facilities Management (3)
      HIED 532: Marketing and Sponsorship in Intercollegiate Athletics (3)
      One of the following:
      HIED 537: Compliance and Regulation in Intercollegiate Athletics (3)
      HIED 555: Spiritual Formation in Higher Education (3)
      EDME/HIED 580: Educational Research Methods (3)
      Capstone Requirement (6 credits)
            HIED 562: Internship in Higher Education (3)
            One of the following*:
            HIED 563: Internship II in Higher Education (3)
            HIED 565: Thesis (3)

Strategic Leadership Concentration (18 credits; 36 total)
      LEAD 501: The Character of a Leader (3)
      LEAD 503: Influence Strategies (3)
      LEAD 505: Effective Leadership Communication Strategies (3)
      LEAD 507: Best Practices in Leadership (3)

Capstone Requirement (6)
  HIED 562 Internship in Higher Education (3)
  One of the following*:
  HIED 563: Internship II in Higher Education (3)
  HIED 565 Thesis (3)

Student Affairs Concentration (18 credits; 36 total)
  Concentration Courses (12 Credits)
    HIED 550: Student Affairs in Higher Education (3)
    HIED 551: College and University Environments (3)
    Any two courses of the following (6):
    HIED 520: Academic Engagement and Learning in Higher Education (3)
    HIED 553: Enrollment Management in Higher Education (3)
    HIED 555: Spiritual Formation in Higher Education (3)
    COUN 528: Career Counseling Across the Lifespan (3)
    EDME/HIED 580: Educational Research Methods (3)
  Capstone Requirement (6 credits)
    HIED 562: Internship in Higher Education (3)
    One of the following*:
    HIED 563: Internship II in Higher Education (3)
    HIED 565: Thesis (3)

Higher Education, Individualized Concentration (18 credits; 36 total)
  Concentration Courses Any 4 courses of the following (12)
    HIED 550: Student Affairs in Higher Education (3)
    HIED 551: College and University Environments (3)
    HIED 520: Academic Engagement and Learning in Higher Education (3)
    HIED 530: Collegiate Sport Administration (3)
    EDME/HIED 580: Educational Research Methods (3)
    COUN 510: Lifespan Development (3)
    COUN 511: Multicultural Issues for Counseling Professionals (3)
    COUN 528: Career Counseling Across the Lifespan (3)
    COUN 532: Group Counseling (3)
    COUN 539: Human Sexuality (3)
    COUN 550: Crisis, Trauma, and Grief Counseling (3)
    EDME 502: Advanced Socio-Cultural Perspectives on Education (3)
    EDME/COUN 551: Effective Practices for Every Learner (3)
    LEAD 501: The Character of a Leader (3)
    LEAD 503: Influence Strategies (3)
    LEAD 505: Effective Leadership Communication Strategies (3)
    LEAD 507: Best Practices in Leadership (3)
  Capstone Requirement (6 credits)
    HIED 562: Internship in Higher Education (3)
    One of the following*:
    HIED 563: Internship II in Higher Education (3)
    HIED 565: Thesis (3)

Course Descriptions

HIED 511: Foundations of Higher Education (3)
   This course provides an integrated overview of the philosophical, theological, cultural, and historical contexts that influence higher education institutions in the 21st century. Students consider the relationship between higher education and society, emphasizing the development of higher education in the United States within a dynamic, global context. This course considers the purposes of higher education and related developments in diversity of institutional type, access, and curricula. An emphasis is placed on considering significant issues facing colleges and universities and preparing students to respond with imaginative and innovative solutions.

HIED 512: Organizational Culture and Governance in Higher Education (3)
   This course explores leadership and governance structures in colleges and universities, emphasizing the attainment of generative capacities and innovative strategies for addressing critical issues and contributing to higher education renewal. Students examine the relationship between the university/college and the constituencies it serves, the role of outreach in the contemporary college or university, and the roles of faculty, administration, staff, and board in institutional governance and decision-making. Students will analyze actual challenges facing higher education institutions as well as generate and present potential responses.

HIED 513: Institutional Assessment and Effectiveness (3)
   This course explores the role and importance of assessment in higher education, with an emphasis on designing effective student learning outcomes and departmental goals as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes and how to use national institutional survey data to inform assessment.

HIED 514: Equity Issues in Higher Education (3)
   This course will examine the history of addressing equity and inclusion in institutions of higher education. Students will explore various theories and practices utilized to reach and sustain an academy that effectively serves both individuals who reflect multiple cultures and the diverse society of which the academy is a part. While this course primarily focuses on higher education systems in the United States, some global strategies will also be reviewed and discussed.

HIED 515: Strategic Leadership in Higher Education (3)
   This course provides a working knowledge of strategic planning and resource management in higher education, with attention to the pragmatic skills and tools relevant to educational and administrative leaders. Students develop model strategic plans that demonstrate the interplay

between planning and resource management (human, financial, and intellectual) in higher education. The course stresses the importance of fostering a culture of innovative, data-driven decision-making.

HIED 516: Legal and Ethical Issues in Higher Education (3)
This course examines the legal principles that guide the administration of higher education. It presumes no prior knowledge of law but seeks to give students a detailed framework for understanding both legal and ethical issues in higher education. The course will prepare practitioners to understand the legal environment in which colleges and universities function and will offer an overview of the specific areas of law that directly affect key groups (administrators, faculty, staff, and students) in postsecondary institutions. Students will study historical, contemporary, and emerging legal and ethical issues in higher education; special attention will be given to student protections (including due process), torts, institutional liabilities, and access (including Title IX).

HIED 520: Academic Engagement and Learning in Higher Education (3)
This course addresses the principles and practices associated with effective teaching and learning in the higher education context. Students will engage the bodies of scholarly knowledge appropriate for the examination and application of teaching and learning, including the educational needs of a diverse body of learners. The course will consider philosophical foundations, theories, and strategies associated with teaching and learning, including the connections between equity and excellence.

HIED 530: Collegiate Sport Administration (3)
This course involves a study of the basic understanding of administration theory and practice as it applies to intercollegiate athletics. Personnel management, including staffing, training, creating a favorable work environment, position descriptions, and employee evaluations will be discussed. Also, the course is designed to provide basic financial considerations an intercollegiate athletic director must understand to function effectively. It includes the financial challenges facing the profession, sources of funding, budgeting and financial statements, the concept of economic impact analysis, and the benefits and challenges of using public and private-sector funds.

HIED 531: Events and Facilities Management in College Athletics (3)
Athletic departments must plan and manage a variety of events including team practices, competitions, development and alumni activities, hosting tournaments, and outreach activities. This course will engage students in understanding the planning process and operations around event production, facilities management, staffing, scheduling, development events, and alumni relations. Capital planning will also be examined.

HIED 532: Marketing and Sponsorship in Intercollegiate Athletics (3)
Participants learn the inner workings of a sport organization, gaining broad insight into the following areas: sponsorships, media relations, public relations (publicity and publications), sales and marketing (client services), entertainment (scoreboard presentation, pre-game and halftime activities), and emerging technologies (web site and social media).

HIED 537: Compliance and Regulation in Intercollegiate Athletics (3)
This course is designed to give the student a working knowledge of National Collegiate
Athletic Association (NCAA) compliance issues. Examining and analyzing the bylaws,
policies, and procedures of the National Collegiate Athletic Association (NCAA) is at the
heart of this course. Students will analyze specific case studies to develop a comprehensive
understanding and appreciation of the NCAA, what it is, and how it functions.

HIED 550: Student Affairs in Higher Education (3)
This course provides a foundational overview of theory and practice associated with Student
Affairs administrative leadership. Theoretical frameworks (e.g. psychosocial, cognitive-
structural, social identity) will be discussed in terms of their foundational constructs for
influencing college student learning and growth as well as for understanding their
applicability in various functional areas of higher education. An emphasis will be placed on
using theory to guide and improve educational practice.

HIED 551: College and University Environments (3)
This course will introduce students to the complexity of college and university campuses and
cultures. Theoretical concepts and empirical findings will be examined that help to describe
college environments and explain their impact. The aim of the course is to familiarize
students with today's diverse and emerging higher education settings and to explore
strategies for enhancing educational environments. Students will explore higher education
environments and their impact on various student populations, including underrepresented
students. Students will develop a comprehensive understanding of higher education settings
as well as the strategies for enhancing these environments to maximize student engagement
for learning and development.

HIED 553: Enrollment Management in Higher Education (3)
Students are introduced to the enrollment management and its place within a college or
university. Topics include recruitment and choice processes from a marketing perspective,
the impact of financial assistance and scholarships on enrollment patterns, and integrating
leadership and management theories with student recruitment and retention practices.

HIED 555 Spiritual Formation in Higher Education (3)
This course provides students with a comprehensive introduction to spiritual formation in
higher education. This course includes the principles of spiritual formation as well as a broad
range of historical and philosophical approaches to faith and spirituality. The course
considers the importance of creating mentoring environments that nurture spiritual and faith
development as well as vocational commitments among college students.

HIED 562: Internship in Higher Education (3)
The internship is a supervised field experience of 120 hours in a setting consistent with the
students' professional and educational goals. The internship experience is designed to
enhance students' professional capacities in higher education. Students will assume
administrative responsibilities at a college, a university, or another higher education
organization, under the supervision of an accomplished professional in the field. These

responsibilities must be graduate-level in scope and represent new learning for the student. Students will engage in academic and professional reflection. Prerequisites: completion of 18 HIED credit hours including HIED 511 and 3 credits in the HIED area of concentration.

HIED 563: Internship II in Higher Education (3)

The internship II is a supervised field experience of 120 hours designed to provide further experience in a setting consistent with the students' professional and educational goals. Students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. Prerequisites: HIED 562

HIED 565: Thesis (3)

Supervised independent research on a focused topic related to higher education. Thesis proposal must be approved by instructor and Program Director prior to registration. Prerequisite EDME/HIED 580.

HIED/EDME 580 Educational Research Methods (3)

The focus of the course is on the fundamental principles and methodologies of educational research. This course provides a broad overview of research methods, including the formulation of research questions / hypotheses, sampling methods, as well as quantitative, qualitative, and mixed research designs. A basic introduction to statistical analysis as well as consideration of ethical implications of research will also be addressed. The course provides students with the skills needed to critically evaluate published research and to develop a framework for designing a research proposal in an area of interest.

HIED 591 Independent Study (3)

This course allows students to intensively examine a particular topic in the field of higher education. The focus of the independent study must reflect high academic quality, including but not limited to quality readings and intentional projects that align with clear learning objectives. Specific content and methods of evaluation will be determined in conjunction with the instructor. A proposal approved by the Director of the Higher Education Program is a necessary prerequisite to registration.

COUN 510: Lifespan Development (3)

This course provides students with an understanding of the nature and needs of individuals at all developmental stages and from a variety of racial and ethnic backgrounds. Topics will include theories of individual and family development across the life span, the family life cycle, theories of learning and personality development, human behavior, community resilience, theories of addictions, and strategies for facilitating optimum development over the lifespan.

COUN 511: Multicultural Issues for Counseling Professionals (3)

This course provides students with an understanding of the cultural context of relationships, issues and trends in multicultural and diverse societies. In addition, students will learn about multicultural and pluralistic trends and treatment strategies related to such factors as culture, race, ethnicity, nationality, age, gender, sexual orientation, mental and physical

characteristics, education, disability, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families groups and communities.

COUN 528: Career Counseling Across the Lifespan (3)
This course provides students with an understanding of career development theories and decision making models, career information resources, career planning, and career counseling processes. The course also addresses the special issues concerning legal and ethical standards in career counseling, multicultural issues and gender bias, the mutual impact of career and cultures, as well as an appreciation for career trends across the lifespan.

COUN 539: Human Sexuality (3)
This course is designed for counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) the assessment and intervention skills required to deal with sexuality issues, and d) increased awareness of one's personal perceptions, attitudes and ethical considerations related to sexuality issues. Students will consider how counseling about sexuality issues is related to the counselor's and the client's spiritual framework and belief system.

COUN 550: Crisis, Trauma, and Grief Counseling (3)
This course examines the dynamics and treatment of developmental and situational crises, trauma, and grief in a variety of settings. Students will apply crisis intervention theory and models of intervention to various problem areas, such as suicide, sexual assault, domestic violence, substance abuse, divorce, grief and loss, and disaster relief.

EDME 502: Advanced Socio-Cultural Perspectives on Education (3)
This course provides an overview of the theoretical bases and practical implications of socio-cultural variables on education. It employs multiple social theories as analytical frameworks to provide new insights for students to be critical of the educational policies and practice and to promote pluralism of students, their communities, and teachers. It focuses on knowledge, reflection, and action (praxis) as the basis for social change. Includes the study of socio-cultural variability and diversity including English language learners in educational settings.

EDME/COUN 551: Effective Practices for Every Learner (3)
This course will enable students to investigate the legislation and landmark litigation that govern special education eligibility and service delivery. Students will also learn about the major areas of exceptionality including the characteristics, incidence, etiology and diagnostic criteria connected with those areas of exceptionality. Educational and therapeutic services available to school-age children and youth with exceptionalities will also be explored. With this foundation, students will be able to analyze and apply best practices and sound professional strategies to assist school-age students with disabilities.

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LEAD 501: The Character of a Leader (3)

Character is a cornerstone of effective leadership and this course is devoted in its entirety to this elusive endeavor. Students will examine character attributes that comport with God-honoring leadership and models for cultivating those attributes, as well as the various obstacles to that pursuit.

LEAD 505: Influence Strategies (3)

At its very core, leadership is influence. Drawing from an interdisciplinary body of knowledge, this course explores the art and science of influence, the relational aspects between leaders and followers, and the impact of the context on leadership and develops practical skills through experiential exercises.

LEAD 510: Effective Leadership Communication Strategies (3)

This course enables students to develop effective leadership communication skills at the interpersonal, small group, and public speaking levels. Through instructor coaching and peer feedback, students will gain confidence and enhance skills by exploring and strategically practicing verbal, non-verbal, listening-oriented, and adaptive workplace communication.

LEAD 515: Best Practices in Leadership (3)

This course will expose students to the current research and best practices in leadership. In addition, students will evaluate their personal leadership practices, develop a philosophy of leadership, and build a personal leadership development plan.

MASTER OF ARTS IN HIGHER EDUCATION 2 YEAR COURSE ROTATION

Legend: ☐ CONCENTRATION ▪ CORE ▪ ELECTIVE

2014-15

Summer Intensive	Early Fall	Late Fall	Early Spring	Late Spring	Early Summer
HIED 511: Foundations of Higher Education	HIED 512: Org Culture and Governance	HIED 532: Marketing and Sponsorship in Intercollegiate Athletics	HIED 515: Strategic Leadership in Higher Education	HIED 537: Compliance and Regulation in Intercollegiate Athletics	HIED 555: Spiritual Formation in Higher Education
HIED 513: Institutional Assessment and Effectiveness	HIED 514: Equity Issues in Higher Education	HIED 520: Academic Engagement and Learning in Higher Education	HIED 516: Legal and Ethical Issues in Higher Education	HIED 553: Enrollment Management in Higher Education	
		EDME/HIED 580: Educational Research Methods			

2015-16

Summer Intensive	Early Fall	Late Fall	Early Spring	Late Spring	Early Summer
HIED 511: Foundations of Higher Education	HIED 512: Org Culture and Governance	HIED 530: Collegiate Sport Administration	HIED 515: Strategic Leadership in Higher Education	HIED 531: Events and Facilities Management	HIED 513: Institutional Assessment and Effectiveness
HIED 513: Institutional Assessment and Effectiveness	HIED 514: Equity Issues in Higher Education	HIED 550: Student Affairs in Higher Education	HIED 516: Legal and Ethical Issues in Higher Education	HIED 551: College and University Environments	
		EDME/HIED 580: Educational Research Methods			

HIED 562: Internship offered every semester. HIED 563: internship II and HIED 565: Thesis offered every 16 weeks fall/spring and 14 week summer session on a directed study basis

Graduation Requirements

Students must apply for graduation at the beginning of the academic year in which they plan to graduate. Application will be made through the Registrar's Office. At this time, the students must also notify their academic advisor of their intention to graduate and request that their academic advisor complete the required recommendation form. Students will be permitted to graduate upon recommendation of their academic advisor and the Graduate Program Committee for Higher Education.

Specifically, graduation from the Master of Arts in Higher Education Program requires (a) an overall minimum GPA of 3.0; (b) successful completion of all required course work; (c) recommendation of the student's academic advisor and the Graduate Program Committee for Higher Education; (d) compliance with all other Messiah College policies for graduation.

Students are encouraged to complete the program in two to four years, and all students must complete their degree within six years from the time they begin the program. Students are expected to be continuously enrolled from the time they begin their program.

ONLINE EDUCATION AT MESSIAH COLLEGE

The emergence of web-based technology and electronic media has brought exciting opportunities for student learning. It has also provided the flexibility that graduate students desire as they seek to balance home, work, family, and education.

Learning Management System

Messiah College has adopted and fully implemented Canvas as the Learning Management System (LMS) that will support the online education. Prior to your first course, your professor will contact you with helpful links and tutorials that will prepare you for your online coursework. In the interim, please review our webpage to become familiar with Canvas. Canvas has provided a student orientation series that gives a nice overview of the basic features.

Technology Requirements

Students in the online program must possess basic computer skills and have regular access to a computer with the minimum system requirements that follow

1. Internet Connection – High speed or broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; **Air cards may not be used**
2. Browser
   a. Mozilla Firefox 3.0 or higher
3. Operating System Version
   a. Windows® XP (recommended)
   b. Windows® Vista
   c. Windows® 7
   d. Mac OS 10.5 or higher
4. Processor: 2.0 – 4.0 GHz
5. Memory (RAM):
   a. Windows® XP: 512 MB or more
   b. Windows® Vista: 1024 MB or more
   c. Windows® 7:1024 MB or more
   d. Mac: 1024 MB or more
6. Hard Disk Space: 40 GB or more of free space
7. CD-ROM CD-RW drive (DVD or combo drive helpful)
8. Any Office Suite; Examples include Microsoft Office 2007 or newer, OpenOffice 3.1, or Google Docs.
9. Webcam and headset (no speakers)
   a. Logitech® Webcam C500 (USB)
   b. Logitech® ClearChat™ Comfort USB Headset

Technical Support for Students

For your convenience, while you are taking an online course, "real person" assistance will be available in "real time" if a technological program arises. A telephone hotline and instant messaging will be staffed from 8:00 AM to 11:00 PM, Eastern Standard Time, seven days a week, by the College's Information and Technology Services staff.

Please leave a message providing your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

- Via instant messaging (AIM) @ SCS5901
- By phone at (717) 796-1800 ext. 5901 or (717) 796-5039 [Weekdays 8am-5pm]
- By phone at (717) 796-1800 ext. 3333 [Evenings 5pm-11pm and Weekends 8am-11am]
- Via email at bthompso@messiah.edu or ResNet@messiah.edu

Online Policies

Messiah College has adopted a written policy that was put in place to assure that standards for quality online programming are met. It addresses a variety of issues related directly to the development, teaching, and the completion of online courses at Messiah College. Students are responsible for the knowing and abiding by the regulations and standards set out in the online policy, which can be found on the graduate programs website.

Computer Access Policy

This policy articulates the standards of behavior that are expected of all individuals using the College's computers and/or networks. The full text of the Computer Access Policy can be found on the graduate programs website.

GENERAL POLICIES

Students with Disabilities

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382. See the Graduate Programs Student Handbook for the College's full ADA Policy

Academic Appeals

A student wishing to appeal an academic decision must first initiate contact with the immediate person involved (course instructor, faculty member completing evaluation) to discuss concerns about the issue in question. If the issue is not satisfactorily resolved the student must provide a written request to the Program Director of the Master of Arts in Higher Education Program asking for a discussion (in person or via webcam). The written request must outline the dispute and suggest a resolution. If the issue is still not resolved, the appeal will follow the process and procedures currently governing academic appeals at Messiah College.

Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, , having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records: Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means..

Facilitating Academic Dishonesty: Helping another individual to violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses: Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment, or in the event of a particularly egregious offense, suspension or dismissal from the Program.

The academic integrity policy in its entirety can be found in the Graduate Program Student Handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

GOVERNANCE

Graduate Program Advisory Council for Higher Education

This council is comprised of the Program Director of the Master of Arts in Higher Education (chair), and the coordinators for each specialization track (Athletics Management and Student Affairs).

This council is the initial governing body for the Masters Program in Higher Education. Among other things it reviews curriculum and makes curricular recommendations. It also reviews and decides upon admission applications and graduation applications. In addition, this committee hears and issues an initial decision on academic appeals related to admission status, individual course grades, probation, and dismissal from the program and readmission.

CONTACT INFORMATION

Graduate Program in Higher Education

Dr. Cynthia A. Wells, *Director of the Graduate Program in Higher Education*
CWells@messiah.edu
(717) 796-5077

Ms. Tina Keul, *Assistant to the Director of the Graduate Program in Higher Education*
TKeul@messiah.edu
(717) 796-5077

Messiah College Graduate Programs

Dr. Robert Pepper, *Interim Associate Provost for Graduate Studies and Nontraditional Education*
RPepper@messiah.edu
(717) 766-2511

Matt Reitnour, *Director of Graduate and Nontraditional Enrollment*
mreitnour@messiah.edu

General Inquiries

GradPrograms@messiah.edu
(717) 796-5061

Mailing Address:
Messiah College Graduate Programs
Suite 3060
One College Avenue
Mechanicsburg, PA 17055