



GRADUATE PROGRAM
IN HIGHER EDUCATION



HIGHER EDUCATION
STUDENT HANDBOOK
2022-2023

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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 or a Master of Arts in Intercollegiate Athletics Leadership at Messiah University. In addition to this document, students should also make themselves familiar with the policies and requirements for graduate students contained in the School of Graduate Studies Catalog for Messiah University.

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 School of Graduate Studies Catalog 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 School of Graduate Studies Catalog. When this occurs, the text of this program-specific handbook supersedes that which addresses the same topic in the School of Graduate Studies Catalog.

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 University. The University 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 University. The University will endeavor to inform graduate students of any changes. However, it is the students' responsibility to keep themselves apprised 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 University

Messiah University is a Christian University of the liberal and applied arts and sciences. The University 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 Graduate Program in Higher Education

The Graduate Program in Higher Education equips 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. Toward this end, the program has four interrelated goals: (1) equip leaders to transform various higher education contexts; (2) prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in educational programs and mission-driven initiatives; (3) develop scholars who advance the field of higher education and its contribution to society; and (4) nurture leaders with a professional identity rooted in their Christian faith.

Design of the Program

The Graduate Program 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.

Program Learning Objectives

The Graduate Program 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 Graduate Program in Higher Education, 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 Graduate Program in Higher Education, 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 Graduate Program in Higher Education, graduates will:
- a. Understand the contours of higher education within its theological, philosophical, and historical contexts and demonstrate 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 Graduate Program in Higher Education, 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 University Avenue, 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 University 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. One recommendation (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. 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.
2. Conditional Admission – Students who do not initially meet all of the requirements for admission may be accepted for conditional admission.

Transfer Credits

Up to 9 of the total number of credits required for the degree may be accepted as transfer credits provided that:

Transfer credit is credit earned at another institution and applied to meet requirements at Messiah University. Students may transfer graduate coursework from other institutions under the following conditions:

- The coursework must be completed at a regionally accredited institution.
- The credits are graduate level.
- A minimum grade of “B” was earned for each transferred course.
- The credits must be completed within seven (7) years upon matriculation to Messiah University. See individual programs for exceptions.
- The course is not listed as one required to be completed at Messiah University. See transfer credit chart below.
- The number of credits transferred does not exceed the maximum allowed in the student’s program. See transfer credit chart below.
- Currently enrolled students who wish to take credits at another institution and transfer them to Messiah University must have written approval of the Program Director prior to starting coursework.
- Only credits and courses are eligible to be transferred. Grades earned at the original institution are not calculated into the student’s Messiah University grade point average.

Courses Required to Be Taken at Messiah University

For the Graduate Program in Higher Education the following courses must be completed at Messiah University and may not be counted as incoming transfer credits:

1. HIED 511: Foundations in Higher Education
2. HIED 562: Internship
3. HIED 563: Internship II in Higher Education
4. HIED 565: Thesis

Academic Advisors

Academic Advising is an essential process in the University setting. Upon entering Messiah University, every matriculated student is assigned a faculty academic advisor who, through experience, professional background, and example, is qualified to assist the student in planning the coursework for the program of study, in developing strategies for academic success, and in providing guidance and information in preparation for the student's career and life goals.

Academic advisors are available during their regularly scheduled office hours, virtual office hours or by appointment at other times. In addition, a student may communicate with his or her advisor any time by email. A reasonable response time is 2-3 business days.

While academic advising assists students in their academic planning, it is ultimately the student's responsibility to meet the academic requirements for graduation. Each student is expected to communicate regularly with his or her advisor to discuss the development and implementation of a plan of short- and long-term academic goals. The final responsibility in meeting graduation requirements, however, rests with the student.

Course Registration

Students admitted to the University formally register for classes using the student information system and in consultation with his/her academic advisor. Prior to registration, students must ensure their accounts are up to date with Student Financial Services. The procedure is as follows:

1. Registration materials, including the schedule of classes, will be made available to current students in March (for fall term), October (for spring term) and January (for summer term).
2. Students will discuss recommended course selections for the upcoming registration with their academic advisor. The student and advisor should keep a copy or record of the courses approved for registration.
3. Subsequent to the advising meeting, the advisor releases the advisor hold on registration via Self-Service Banner and the student registers for courses at the appropriate time.

Uniformity of procedure is required to handle the large volume of students and ensure fairness to all students. Advisor's approval helps students identify courses appropriate for his/her program, interests, and abilities. Proof of payment is required to ensure students do not build large balances which they are unable to pay.

Course Schedule and Calendar

The Graduate Program in Higher Education offers courses in three different formats: (a) one-week intensive courses held on campus (b) eight-week courses conducted entirely online and (c) 8 week hybrid courses. 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 and 16 week online courses take place in the fall and spring semesters.

The one-week intensive courses, HIED 511 Foundations of Higher Education and HIED 530 Intercollegiate Sport Administration, 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 Early Summer (if needed) and Summer Intensive courses.

Specific dates for these terms for the next academic year can be found [here](#).

Curriculum

Curriculum-- Master of Arts in Higher Education Program

All students will be required to complete seven common courses, three concentration courses, and two elective courses which will provide the basis for excellence in educational practice within higher education organizations. Each student will be required to complete 9 credits in a chosen concentration.

Required Core Courses (27 credits; 36 total)

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)

HIED 562: Internship in Higher Education (3)*

*HIED 567 serves as a substitution for students who have two or more years of professional experience upon admission and who have received approval.

***Prerequisite: 6 credit-hours in the program

Elective Courses (6)** (see Below)

Academic Support Concentration (9 credits; 36 total)

HIED 520: Academic Engagement and Learning in Higher Education (3)

HIED 525: Curriculum Development in Higher Education (3)

COUN 528: Career Counseling Across the Lifespan (3)

***Select Two Electives from the Following (6 credits):*

COMM 530: Organizational Theory and Practice

HIED 550: Student Development in Higher Education

HIED 551: College and University Environments

HIED 552: Student Affairs Practice

HIED 553: Enrollment Management in Higher Education

HIED 555: Spiritual Formation in Higher Education

HIED 565: Thesis (pre req EDME 580: Research Methods required)

COUN 510: Lifespan Development

EDME 502: Advanced Socio-Cultural Perspective on Education

EDME 551/COUN 551: Effective Practices for Every Learner

EDME 580: Research Methods

LEAD 501: The Character of a Leader

LEAD 560: Diversity in Leadership

College Athletics Leadership Concentration – Choose 3 of the following (9 credits, 36 total)

HIED 530: Intercollegiate Sport Administration (3)

HIED 531: Events and Facilities Management in Intercollegiate Athletics (3)

HIED 532: Marketing and Sponsorship in Intercollegiate Athletics (3)

HIED 534: Intercollegiate Coaching (3)

***Select Two Electives from the Following (6 credits):*

HIED 520: Academic Engagement and Learning in Higher Education

HIED 525: Curriculum Development in Higher Education

HIED 550: Student Development in Higher Education

HIED 551: College and University Environments

HIED 552: Student Affairs Practice

HIED 553: Enrollment Management in Higher Education

HIED 555: Spiritual Formation in Higher Education

HIED 565: Thesis (pre req EDME 580: Research Methods required)

COMM 530: Organizational Theory and Practice

COUN 510: Lifespan Development

COUN 528: Career Counseling Across the Lifespan

COUN 539: Human Sexuality

EDME 502: Advanced Socio-Cultural Perspective on Education

EDME 551/COUN 551: Effective Practices for Every Learner

EDME 580: Research Methods

LEAD 501: The Character of a Leader

LEAD 560: Diversity in Leadership

Strategic Leadership Concentration (9 credits, 36 total)

LEAD 505: Strategic Thinking, Planning, and Organizational Change (3)

LEAD 515: Best Practices in Leadership (3)

LEAD 550: Organizational Effectiveness (3)

***Select Two Electives from the Following (6 credits):*

HIED 520: Academic Engagement and Learning in Higher Education

HIED 525: Curriculum Development in Higher Education

HIED 550: Student Development in Higher Education

HIED 551: College and University Environments

HIED 552: Student Affairs Practice

HIED 553: Enrollment Management in Higher Education

HIED 555: Spiritual Formation in Higher Education

HIED 565: Thesis (pre req EDME 580: Research Methods required)

HIED 591: Independent Study

COMM 530: Organizational Theory and Practice

COUN 510: Lifespan Development

COUN 528: Career Counseling Across the Lifespan

COUN 539: Human Sexuality

EDME 502: Advanced Socio-Cultural Perspective on Education

EDME 551/COUN 551: Effective Practices for Every Learner

EDME 580: Research Methods

LEAD 501: The Character of a Leader

LEAD 560: Diversity in Leadership

Student Affairs Concentration (9 credits; 36 total)

HIED 550: Student Development in Higher Education (3)

HIED 551: University and University Environments (3)

HIED 552: Student Affairs Practice (3)

***Select Two Electives from the Following (6 credits):*

HIED 520: Academic Engagement and Learning in Higher Education
HIED 525: Curriculum Development in Higher Education
HIED 553: Enrollment Management in Higher Education
HIED 555: Spiritual Formation in Higher Education
HIED 565: Thesis (pre req EDME 580: Research Methods required)
COMM 530: Organizational Communication: Theory and Practice
COUN 510: Lifespan Development
COUN 528: Career Counseling Across the Lifespan
EDME 551/COUN 551: Effective Practices for Every Learner
EDME 502: Advanced Socio-Cultural Perspectives on Education
EDME 580: Research Methods
LEAD 501: The Character of a Leader
LEAD 560: Diversity in Leadership

Individualized Concentration (9 credits, 36 total)

Choose three of the following:

COUN 528: Career Counseling Across the Lifespan (3)
HIED 520: Academic Engagement and Learning in Higher Education (3)
HIED 525: Curriculum Development in Higher Education (3)
HIED 530: Intercollegiate Sport Administration (3)
HIED 531: Events and Facilities Management in Intercollegiate Athletics (3)
HIED 532: Marketing and Sponsorship in Intercollegiate Athletics (3)
HIED 550: Student Development in Higher Education (3)
HIED 551: University and University Environments (3)
HIED 552: Student Affairs Practice (3)
LEAD 505: Strategic Thinking, Planning, and Organizational Change (3)
LEAD 515: Best Practices in Leadership (3)
LEAD 550: Organizational Effectiveness (3)

***Select Two Electives from the Following (6 credits):*

COMM 530: Organizational Theory and Practice
COUN 510: Lifespan Development
COUN 511: Multicultural Issues for Counseling Professionals
COUN 539: Human Sexuality
EDME 502: Advanced Socio-Cultural Perspective on Education
EDME 522: Autism Spectrum Disorders
EDME 529: High Incidence Populations with Field Experience
EDME 551/COUN 551: Effective Practices for Every Learner
EDME 580: Research Methods
HIED 553: Enrollment Management in Higher Education
HIED 555: Spiritual Formation in Higher Education
HIED 563: Internship II (full term)
HIED 565: Thesis (pre req EDME 580: Research Methods required)
LEAD 501: The Character of a Leader
LEAD 530: Leading Leaders
LEAD 540: Followership, Teamwork, and Group Dynamics
LEAD 560: Diversity in Leadership

Curriculum-- Master of Arts in Intercollegiate Athletic Leadership Program

Required Core Courses (33 credits; 36 total)

HIED 530: Intercollegiate Sports Administration (3)

HIED 531: Events and Facilities Management (3)

HIED 532: Marketing and Sponsorship in Intercollegiate Athletics (3)

HIED 534: Intercollegiate Coaching (3)

LEAD 550: Organizational Effectiveness (3)

LEAD 501: Character of a Leader (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)

HIED 553: Enrollment Management in Higher Education (3)

HIED 562: Internship in Higher Education* (3)

Or HIED 567: Professional Seminar serves as a substitution for students who have two or more years of professional experience upon admission and who have received approval.

**Prerequisite: Completion of 12 hours in the program.*

***Prerequisite: Two (2) or more years of higher education experience required for HIED 567.*

Must have approval upon admission.

**** Prerequisite: 6 credit-hours in the program*

Elective courses for IAL:

Choose one (1) of the following:

LEAD 530: Leading Leaders (3)

LEAD 540: Followership, Teamwork, and Group Dynamics (3)

HIED 555: Spiritual Formation in Higher Education (3)

HIED 520: Academic Engagement and Learning in Higher Education (3)

HIED 513: Institutional Assessment and Effectiveness (3)

Course Descriptions (all course descriptions are on the website)

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 Universities and universities and preparing students to respond with imaginative and innovative solutions. Offered Summer semester only, intensive format.

HIED 512: Organizational Culture and Governance in Higher Education (3)

This course explores leadership and governance structures in college 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 college/University 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 examines the intersection of excellence, equity and belonging in institutions of higher education. Students examine the educational needs of diverse learners as well as explore various theories and practices utilized to achieve and sustain higher education institutions that effectively serve the diverse society of which the academy is a part.

(Prerequisite: 6 credit-hours in the program)

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 and one that considers the importance and impact of finance in higher education.

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)

The course will consider theoretical foundations and programmatic strategies associated with college student engagement. This course emphasizes research-based theories and strategies associated with academic engagement. Students examine particular learning theories and their applicability to the educational needs of a diverse body of learners.

HIED 525: Curriculum Development in Higher Education (3)

This course examines the historical and contemporary factors that influence curriculum development in higher education. Models for designing, implementing, delivering, and assessing undergraduate curricula will be examined. Students will gain insight into the trends, tensions, challenges, and variations in curricular emphases of colleges and universities.

HIED 530: Intercollegiate 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 Intercollegiate 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)

This course presents an overview of the various techniques and strategies used in meetings the wants and needs of consumers in the sport industry, specifically intercollegiate athletics. Areas to be addressed are the uniqueness of sport marketing in comparison to traditional marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, the overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages.

HIED 534: Intercollegiate Coaching (3)

This course examines general pedagogical techniques and practices of coaches in the context of intercollegiate athletics. The application of leadership theory, administrative practice and organizational change are applied to the development of head and assistant intercollegiate coaches, along with an additional exploration of recruiting, team development and management, and character development of student athletes.

HIED 550: Student Development 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 University 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 552: Student Affairs Practice (3)

This course provides an orientation to student affairs practice, including the development of student affairs programs and the framing of its role in higher education. Students will explore topics such as the professionalization of student affairs, academic and student affairs partnerships, the role of experiential education in cocurricular programming, and principles that guide good practice.

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 University 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 12 credit hours in the program.

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 580.

HIED 567: Professional Seminar (3)

This course provides an opportunity for students to use the tools and knowledge acquired during the program to address a challenge or opportunity specific to the administrative area or institution in which they are employed full time. Students will identify a challenge, analyze research related to the issue, and develop actionable recommendations for responding to the issue and share those recommendations with others within their institutional context in both written form and oral presentation. *Prerequisite: 12 credit hours completed.*

EDME 580: Research Methods (3)

This course describes the fundamental principles and methodologies for conducting research. A broad research overview is provided, 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 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.

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 student eligibility for special education, Section 504 of the Rehabilitation Act of 1973 service plans, gifted education, and services for English Language Learners. 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 diverse learners with exceptionalities and without will also be explored. With this foundation, students will be able to analyze and apply best practices and sound professional strategies to support exceptional and diverse learners in educational environments.

LEAD 501: The Character of a Leader (3)

This course focuses on the cornerstone of effective leadership & personal character. Students will explore character attributes that comport with God-honoring leadership; effective models for cultivating character attributes and personal development; inhibitors to development; and the impact of character on effectively leading others and achieving organizational success.

LEAD 560: Diversity and Leadership (3)

This course focuses on the strategies, principles, and techniques needed to effectively lead organizations in a diverse world. Students will examine how culture, gender, ethnicity, socio-economic status, religion, and generation impact the role of the leader, the practice of leadership, and the effectiveness of the organization.

Graduation Requirements

Academic advisors provide counsel to students regarding curriculum and graduation requirements; however, responsibility for completing appropriate requirements for graduation rests with the student. Students working toward a graduate degree must file an online Application for Degree with the registrar's office at the beginning of their last full year in the program. Applications require the approval of the Graduate Council and the Community of Educators before students are formally admitted to degree candidacy. This is the only means by which a diploma is awarded and the degree is recorded on the student's transcript.

Specifically, graduation from the Graduate Program in Higher Education 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 University 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 UNIVERSITY

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

The Learning Management System (LMS) at Messiah University is Canvas. Courses and coursework can be delivered asynchronously (on one's own schedule) and/or synchronously (live) using a variety of tools. Students can learn more about how Canvas is used at Messiah by visiting [this article](#) from the Information Technology Services blog.

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, Canvas can be accessed from a link on the [ITS Student page](#) or from FalconLink. You may want to bookmark the Canvas site in your browser for quicker access in the future. Navigating Canvas will be critical to your academic success; the Canvas [student quickstart guides](#), [student guides](#) and help feature, provide greater detail on each aspect of Canvas.

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 University’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.

- Standard support by phone at 717- 796-5039 [Monday – Friday 7am-5pm]
- After Hours by phone 717-796-5039 [Evenings 5pm-11pm and Weekends 8am-11am]
- Via email at helpdesk@messiah.edu

Online Policies

Messiah University 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 University. 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 University'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 Academic Accessibility. Contact oaam@messiah.edu, (717) 796-5382. See the School of Graduate Studies Catalog for the University's full ADA Policy

Academic Appeals

Students who find it necessary to request an exception to an academic policy must send a written petition to the registrar's office stating the request and rationale, in addition to any supporting documentation for the request. The registrar's office reviews the petition and notifies the student and academic advisor of the decision. A copy of the petition and decision is retained in the student's record.

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 University. These violations include:

1. 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.
2. 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, Flash drives, 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.

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

4. 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.

5. Facilitating Academic Dishonesty. Helping another individual 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.

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

7. 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.

Education Regarding Academic Integrity Policy- Messiah University is responsible to clearly articulate the Academic Integrity Policy to students by publishing it in the School of Graduate Studies Catalog. Faculty should reference the policy in their course syllabi. However, primary responsibility for knowledge of and compliance with this policy rests with the student.

Records of Violations of Academic Integrity- As the custodian for student education records, the registrar's office maintains records of academic integrity violations for all students in accordance with the University's Schedule for Records Retention.

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 Graduate Program in Higher Education (chair), and the coordinators for each concentration track.

This council is the initial governing body for the Graduate Studies 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

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