



The University of Alabama at Birmingham

Higher Education Administration (HEA) Program

2021-2022 Handbook

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SECTION 1.0 GENERAL INFORMATION

1.1 Policy Statement Regarding Handbook

Procedures stated in this handbook require continuing evaluation, review, and approval by appropriate University and School of Education (SOE) officials. All statements contained herein reflect policies in existence at the time this handbook went to press; the University and SOE reserve the right to change policies at any time and without prior notice. This handbook follows the university's policies and procedures unless noted. These policies and procedures do not constitute a contract, rather establish priorities and precedent.

1.2 Shared Coursework

The Higher Education Administration MS and Graduate Certificate is housed within the Human Studies Department in the School of Education at UAB. Research courses within the program are shared with Educational Psychology and Research. In addition, some elective coursework is provided by Community Health and Human Services, as well as Educational Foundations.

1.3 Student Resources

Faculty and staff members at UAB are committed to connecting you to resources on campus. Some of these available resources include:

The UAB Library: While at UAB, students will rely on the UAB library as a resource for research related to coursework and thesis preparation. Graduate students will be able access library resources online. The library collections include over 1.4 million volumes and more than 40,000 journals and serials, in addition to extensive electronic resources, rare books, microforms, and audio-visual materials. The UAB Libraries host nearly 1 million patrons each year and support students and faculty in advancing their learning, research, and teaching. Contact information for the library can be found at: <https://library.uab.edu/about/contact>

Student Resources for Discrimination, Harassment, and Sexual Violence: The University of Alabama at Birmingham is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status. The University will not tolerate and will take action against individuals who retaliate against individuals who report violations of this policy or participate in investigations related to such policy violations. Report any incidents to the Title IX office at the following link: <https://www.uab.edu/titleix/report-an-incident>

Rape Response and Sexual Assault Nurse Examiner (SANE): Provides medical attention after an incident of sexual assault. Call 205-323-7273, <https://www.uab.edu/police/programs-and-services/victim-awareness-assistance-program/what-should-you-do-if-you-are-the-victim-of-a-sexual-assault>

Sexual Health Clinic: Provides for the sexual health needs of all UAB students in a safe, respectful, affirming and confidential environment. STD testing and treatment, sexual health

education and counseling, transition consultation, PreExposure prophylaxis, culturally competent LGBTQA+ healthcare. Call 205-934-3581, <https://www.uab.edu/studenthealth/> (Ask for appointment in Sexual health Clinic)

Student Health & Wellness Center: Provides a comprehensive and integrated program of service to meet the medical, counseling and wellness needs of UAB's students. Call 205-934-3581, <https://www.uab.edu/studenthealth/>

Trevor Hotline: "If you're thinking about suicide, you deserve immediate help." Call 1-866-488-7386 or text "TREVOR" to 1-202-304-1200.

Trans Lifeline: "A peer support service run by trans people, for trans and questioning callers." Call 1-877-565-8860 (United States) or 1-877-330-6366.

UAB Counseling Services: Student Counseling Services offers students of all backgrounds, races, religious beliefs, sexual orientations, gender identities, abilities, ethnicities, and cultures a safe place to discuss and resolve issues that interfere with personal and academic goals. We recognize and honor the complex intersectionality of all aspects of a person's identity and presenting concerns. Call 205-934-5816, <https://www.uab.edu/students/counseling/>

UAB Police & Public Safety: To report voluntary incidents, potential criminal actions, or suspicious incidents that occurs on or near UAB campus. For a non-emergency call 205-934-4434 or for an emergency call 205-934-3535 or 911, <https://www.uab.edu/police/report-a-crime>

Students with Disabilities: UAB Disability Support Services (DSS) promotes self-awareness, self-determination and self-advocacy by providing education to students with disabilities about their rights and responsibilities so they can make informed choices in order to meet or exceed the standards of all students at UAB. Call 205-934-4205 or email dss@uab.edu, <https://www.uab.edu/students/disability/about>

Pronouns: In English people frequently refer to others by utilizing pronouns when speaking about someone. When speaking in the third person, pronouns often have a gender implied. These gender associations are not always accurate. Making an assumptions about the gender of another person based on the person's appearance or name can send a harmful message. Using an individual's correct personal pronouns can show respect and create an inclusive environment. Choosing to actively ignore an individual's pronouns could imply the oppressive notion that intersex, transgender, nonbinary, and gender nonconforming people do not or should not exist. If you would like more information on pronouns, please see the following link: <https://www.mypronouns.org/>

1.4 Advising Process

For the Higher Education Administration Master's degree and Graduate Certificate, we have adapted the Appreciative Advising Model. Appreciate Advising is the intentional collaborative

practice of asking positive, open-ended questions that help students to optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development.

With this in mind, upon acceptance to the Higher Education Administration Master's Degree and Graduate Certificate Program, students will need to set up an appointment to meet with their designated Graduate Faculty Advisor. During this appointment, the student and Graduate Faculty Advisor will discuss enrollment options based on full-time/part-time program options and individual student needs. It is important that the student and Graduate Faculty Advisor take into consideration the needs of the student both within and outside of the classroom.

SECTION 2.0 Graduate Catalog Information (2020-2021)

2.1 Academic Honor Code

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student's performance prior to withdrawal if the violation is substantiated. Also see:

<http://catalog.uab.edu/graduate/academicprogress/#academicethicsandmisconducttext>

2.2 Incomplete Policy

The temporary notation of "I" (incomplete) may be reported at the discretion of the instructor to indicate that a student has performed satisfactorily in a course but, due to unforeseen circumstances, has been unable to finish all course requirements. An incomplete is never given to enable a student to raise a deficient grade. This notation should not be used unless there is reasonable certainty that the requirements will be completed during the following semester because, at the end of the next semester, the incomplete automatically changes to an F if it has not been replaced with a letter grade. In highly unusual circumstances, a student may request an extension of time to complete the requirements. This request must be submitted in writing in advance of the time when the grade automatically changes to an F because the approval of the instructor, graduate program director, and the Graduate School are all required. Also see:

<http://catalog.uab.edu/graduate/academicprogress/#text>

2.3 Academic Standing

It is critically important that graduate students at UAB understand both the Graduate School and their program's academic standing policy and that they are aware of their own academic standing at all times. For a student to maintain good academic standing in the Graduate School, they must maintain a cumulative grade point average (GPA) of at least 3.0 (B average) and an overall satisfactory performance on pass/not pass courses. Satisfactory performance on pass/not pass courses is defined as earning at least as many hours of P as of NP grades.

A degree-seeking or non-degree-seeking graduate student, who, at the end of any semester, fails to meet the criteria to maintain good academic standing will be placed on academic probation. Students on academic probation must re-establish good academic standing within the next two semesters during which they are enrolled at UAB. Failure to reestablish good academic standing at the end of their second term of enrollment while on academic probation will result in academic dismissal from the UAB Graduate School. Also see:

<http://catalog.uab.edu/graduate/academicprogress/#text>

2.3.A Academic Progress Review

The Higher Education Administration MS and Graduate Certificate follows the Graduate School's policy for Academic Standing (See 2.3). In order to monitor academic progress, students will be reviewed on an annual basis to ensure that they are successfully progressing

with good academic standing within the program. The annual review allows the faculty and student to assess current progress and communicate any concerns as to whether progress toward the degree is being made in a timely manner. This will include a review of course work, GPA, internship, and research productivity. This assessment will initially occur after the completion of a student's first semester and annually thereafter.

Students may receive one of two possible outcomes based on this review. They are as follows:

1. "Progressing" – The program faculty find that the student is adequately accomplishing the learning outcomes of the program, making good academic progress in his/her/their studies, and anticipate the student will continue to advance in his/her/their academic pursuits.
2. "Remediation" – The program faculty are concerned with the student's academic progress to date and direct the student to meet with his/her/their advisor within two weeks of notification to discuss and identify the areas of deficiencies and to develop a *Written Plan of Action* (See 8.3.C) to strengthen identified deficiencies. According to the Graduate Catalog (See 2.3), graduate students who fail to maintain good academic standing at the end of any semester will be placed on academic probation and continued poor academic progress could result in academic dismissal from the UAB Graduate School.

(See Appendix 8.2 for sample letters and the Written Plan of Action Form.)

2.4 Time Limitations

Graduate students are generally expected to complete all degree requirements within **5 years of matriculation for masters and certificates**, and 7 years of matriculation for doctoral students. One extension of these time limits can be requested when mitigating circumstances preclude completion of requirements within the time limit. The request for an extension must include a written and signed completion plan outlining the timeline for degree completion. Instructions for preparing a completion plan are available on the Graduate School website at <http://www.uab.edu/graduate/graduate-school-quicklinks/online-forms>. Time limit extension requests require the approval of the student's dissertation committee (if applicable) as well as graduate program director and must be presented in writing to the Dean of the Graduate School for consideration and approval. **Masters and certificate courses taken more than 5 years before graduation** and doctoral courses taken 7 years before graduation **will not be applied toward a degree without the approval of the graduate program director and Graduate Dean**. Also see: <http://catalog.uab.edu/graduate/academicprogress/#text>

2.5 Auditing Graduate Courses

Graduate students who have been formally admitted as either a non-degree or degree-seeking student may audit courses available for graduate credit with the permission of the instructor and payment of appropriate fees. Courses taken for audit credit are not counted toward the hours required for full-time status, are not counted as earned hours, are not assigned a letter

grade, and do not impact a student's GPA. Provided the instructor's requirements are met, the course will appear on the transcript with the notation AU.

The Permission to Audit Graduate Level Coursework form, which can be obtained online at www.uab.edu/graduate/online-forms, should be submitted to the Graduate School for approval prior to registration. Also see: <http://catalog.uab.edu/graduate/enrollment/#text>

2.6 Withdrawal from Courses

Graduate students are expected to complete courses for which they have registered unless unusual and unforeseen circumstances require withdrawal. The procedures for withdrawal are specified on BlazerNET. **Mere cessation of class attendance does not constitute withdrawal, either academically or for tuition purposes.** Students who wish to withdraw from a class or classes after the drop/add period must proceed with the withdrawal in [BlazerNET](#) no later than the last day to withdraw for the semester, which is denoted on the Academic Calendar at, www.uab.edu/students/academics/academic-calendar. If a student follows the appropriate procedures to withdraw in [BlazerNET](#), a grade of "W" will be entered on the transcript. Withdrawal from a course after the withdrawal deadline requires an academic appeal, which can be obtained online at www.uab.edu/graduate/online-forms, signed add/drop form, and documentation of extenuating circumstances. Also see: <http://catalog.uab.edu/graduate/enrollment/#text>

2.7 Repeated Courses

Graduate students may repeat a course one (1) time in an effort to improve grades and/or to improve understanding of the course content only with the permission of the graduate program. All courses taken and all grades earned are permanently recorded on the student's transcript. Both grades will also be calculated in the student's GPA unless the Grade Replacement policy is applied; however, a student is only able to earn credit hours for the same class one time. Students wishing to repeat a course more than one time should seek approval of both their program director and the Graduate School. Graduate programs may choose to not allow students to repeat courses. Also see: <http://catalog.uab.edu/graduate/academicprogress/#text>

2.8 Leave of Academic Absence

A graduate student experiencing extenuating circumstances may request a leave of academic absence for up to one (1) academic year. The Request for Leave of Academic Absence form can be found at the Graduate School Web site at www.uab.edu/graduate/online-forms and requires approval by the student's graduate program director and the Graduate School. Leave of Absences are term-based and students' records will only be updated with a leave of absence status in a term in which they were not registered. If a student is receiving funding and fails to meet the requirements of their assistantship, their stipend can be ended at any time throughout the semester. Also see: <http://catalog.uab.edu/graduate/enrollment/#text>

2.9 Undergraduates Seeking Enrollment

UAB undergraduate students may be allowed to enroll in a graduate course with the approval of their academic advisor, their undergraduate program director, the graduate course instructor, and the graduate program director. The Undergraduate Student Request for Enrollment in Graduate Level Coursework form can be obtained online at www.uab.edu/graduate/online-forms. Credits earned by undergraduate students may be applied to either an undergraduate degree or a graduate degree, but not both. Students must indicate which type of credit they would like to earn on the request form. Also see: <http://catalog.uab.edu/graduate/enrollment/#text>

2.10 Withdrawal from the UAB Graduate School

Students who wish to withdraw from the University of Alabama at Birmingham must submit a written request to the Graduate School expressing their intent to withdraw. Also see: <http://catalog.uab.edu/graduate/enrollment/#text>

SECTION 3.0 GRADUATE CERTIFICATE

3.1 Admissions Process

Current UAB Undergraduate Student* Requirements:

1. UAB undergraduate student in good standing with 60+ credit hours completed and an institutional GPA of 3.0. (Applicants do not need to be currently pursuing a degree in education.)
2. Apply for Degree/Certificate to UAB's Graduate School and pay the corresponding application fee in order to receive this graduate certificate upon completion.
3. Submit a purpose statement outlining the reason student is pursuing the Graduate Certificate (not to exceed 1 page).
4. Provide a letter of recommendation from your current (most recent if currently unemployed) supervisor.
5. Upon admittance, all certificate-seekers must schedule an advising appointment with the Program Coordinator and/or with a designated faculty advisor.

If undergraduate students meet the certificate admission criteria stated above, they can start the Higher Education Administration Graduate Certificate** while still pursuing their bachelor's degree. If undergraduate students gain permission to use the certificate for course credit toward their undergraduate degree, they **cannot** use the certificate toward a graduate degree. However, if they elect not to use the certificate toward their undergraduate degree, they may use it toward an applicable graduate degree. After having earned their undergraduate degree and having earned this Higher Education Administration Graduate Certificate, alumni will be able to use up to 12 credit hours from their Graduate Certificate toward a master's degree completed within five years of having earned their undergraduate degree. For undergraduate students pursuing the Higher Education Administration Graduate Certificate, the earliest that they can be awarded this Graduate Certificate is during the same semester in which they are also awarded their undergraduate degree.

*Requirements for non-UAB students and UAB students who have completed a bachelor's degree:

1. Earned an undergraduate degree from a regionally accredited institution with an overall GPA of 2.5. (Applicants do not need to have earned a degree in education or be currently pursuing a degree in education.)
2. Applicants must submit an official copy of all transcripts.
3. Apply for Degree/Certificate to UAB's Graduate School and pay the corresponding application fee in order to receive this graduate certificate upon completion.
4. Submit a purpose statement outlining the reason student is pursuing the Graduate Certificate (not to exceed 1 page).
5. Provide a letter of recommendation from your current (most recent if currently unemployed) supervisor.
6. Upon admittance, all certificate-seekers must schedule an advising appointment with the Program Coordinator and/or with a designated faculty advisor.

All students admitted to the Higher Education Administration Graduate Certificate** must apply for Degree/Certificate to UAB's Graduate School in order to receive this graduate certificate upon completion. Students must have active student status when they submit their [UAB Application for Graduate Degree/Certificate Form](#), and they must be enrolled in coursework during the semester of their intended completion. After their Application for Graduate Degree/Certificate form has been approved, students will be charged the corresponding fee. The Graduate School does not award certificates retroactively; this means that students cannot apply for the Graduate Certificate after having completed all 12 credit hours. However, of those 12 credit hours, six can be taken before admission to the certificate-seeking program.

*Note: Applicants do not need a degree in education nor to be currently pursuing a degree in education.

**Note: Graduate certificate seekers are non-degree seeking students and, as such, they are not eligible for financial aid. However, if they are simultaneously pursuing a degree, such as a BS in elementary education, the MS in Higher Education Administration, or the MS/MA in Interdisciplinary Graduate Studies, they are eligible for financial aid based on their degree-seeking status in this other program. If degree-seeking undergraduate students are pursuing this Higher Education Administration Graduate Certificate, they will be charged undergraduate tuition for this certificate's graduate courses taken while enrolled as undergraduate students in a degree-seeking undergraduate program.

3.2 Learning Outcomes

The Higher Education Administration Graduate Certificate will prepare certificate-seekers with competency in areas such as the following:

1. Organization, culture, diversity and history of higher education,
2. Governance, structure, and management of higher education institutions,
3. Research, theoretical, and practical issues surrounding access to college and equity in higher education, and
4. Critical support systems within higher education that promote student success.

3.4 Graduate Certificate

The Higher Education Administration Graduate Certificate consists of twelve graduate credit hours (four courses). All four courses can be completed in one academic year depending upon course availability. Based on the rigor of the courses and the knowledge and skills acquired by the students, the completion of this 12-hour program will be recognized by the UAB Graduate School by awarding a graduate certificate. To earn the Higher Education Administration Graduate Certificate, students must take three required courses (9 credit hours) and one advisor-approved elective course (3 credit hours). The elective course allows students a variation of programming specific to their area of interests within Higher Education Administration. All the required courses are offered regularly, i.e., at least once a year. Elective courses may vary.

3.4.A Course Requirements

The course requirements for the Graduate Certificate are listed below. This information can also be accessed in the Graduate Catalog at the following link:

<http://catalog.uab.edu/graduate/addenda/>

CORE PROGRAM COURSES (9 credit hours)

HEA 600 *Administration of Higher Education* (3 hours)

HEA 610 *History of Higher Education* (3 hours)

HEA 620 *Access & Equity in Higher Education* (3 hours)

ADVISOR-APPROVED ELECTIVE COURSES (3 credit hours)

Depending on their focus, students will be guided by their respective faculty advisors in selecting one of the following course electives:

HEA 660 *College Student Development* (3 hours)

HEA 670 *Strategic Partnerships in Academic & Student Affairs* (3 hours)

HEA 630 *Higher Education Law* (3 hours)

HEA 640 *Organization, Leadership & Change* (3 hours)

HEA 680 *Practical Issues & Challenges in Higher Education* (3 hours)

HEA 685 *Special Topics* (3 hours)

3.4.B Graduate Certificate Sample Plan

The following table is an example of a program of study and timeline but does not necessarily reflect the only option.

Semester	Graduate Certificate	Hours
Fall	HEA 600 Administration of Higher Education	3
	HEA 610 History of Higher Education	3
Spring	HEA 620 Access and Equity in Higher Education	3
	HEA 630 Higher Education Law; OR	3
	HEA 640 Organization, Leadership, and Change; OR	
	HEA 660 College Student Development; OR	
	HEA 670 Strategic Partnerships in Academic & Student Affairs; OR	
	HEA 680 Practical Issues & Challenges in Higher Education Administration; OR	
	HEA 685 Special Topics	
Total Hours		12

SECTION 4.0 MASTER OF SCIENCE DEGREE

4.1 Admissions Process

Admission Requirements for Domestic Students:

Applicants must meet the following requirements for admission to the MS in Higher Education Administration:

1. Apply directly to UAB's Graduate School
2. Completed undergraduate degree (any major)
2. An official copy of all transcripts
3. GPA of at least 2.5 on a 4.0 scale
4. Resume/CV
5. Statement of purpose
6. Three professional recommendations
7. Interview

Admission Requirements for International Students:

International student applicants must meet the following requirements for admission to the MS in Higher Education Administration:

1. Apply directly to UAB's Graduate School*
2. Proof of English proficiency as outlined by the Graduate School. For more information see: <https://www.uab.edu/graduate/admissions/international-applicants/requirements>
2. *Submit Citizenship/Immigration documents
3. Completed undergraduate degree (any major) recognized by WES or another UAB acceptable organization for the review of foreign transcripts
3. An official copy of all transcripts
4. GPA of at least 2.5 on a 4.0 scale
5. Resume/CV
6. Statement of purpose
7. Three professional recommendations
8. International students will participate in an interview conducted via Skype or in another online format.

*All courses for the MS in Higher Education Administration will initially be offered online. As the program grows and additional faculty are hired, courses may also be offered in a face-to-face format. Therefore, recruitment of international students specific to this program in a face-to-face format within the United States will be delayed until course delivery meets the criteria for SEVP/SEVIS requirements. However, UAB does allow international students living abroad who are interested in completing a degree offered completely online to do so. Therefore, if you are international but residing overseas at the time of application, and you are applying to an online-only program, we do not require immigration documentation so long as you remain overseas during the duration of the program.

4.2 Learning Outcomes

Students in the Higher Education Administration MS program are expected to demonstrate competencies/learning outcomes in the following areas:

1. Knowledge of organizational theory, as well as social and policy issues that critically impact student success.
2. Knowledge of ways in which to engage in strategic partnerships between academic affairs and student affairs to provide critical support structures for student success.
3. Knowledge of the unique challenges and variations within higher education, including differences in schools by regions of the United States, urban/rural institutions, tribal colleges and universities (TCUs), historically Black colleges and universities (HBCs), and other iterations of higher education institutions.
4. Knowledge of organization, culture, diversity and the history of higher education.
5. Knowledge of relevant research on student development theories.
6. Knowledge and skills to engage in and use research and assessment to improve education programs and practices within higher education.
7. Knowledge and skills to be competitive when seeking admission to advanced degree programs.

4.3 Master of Science in Higher Education Administration

The Master of Science in Higher Education Administration is designed to meet the needs of those seeking employment or advancement in higher education institutions. The master's degree is offered with both a thesis and non-thesis option. There are hopes to expand these options with the growth of the program.

The Program Coordinator must approve all programs of study.

4.3.A Course Requirements

The course requirements for both the thesis and non-thesis options are listed below. This information can also be accessed in the Graduate Catalog at the following link:

<http://catalog.uab.edu/graduate/addenda/>

Plan 1: Thesis Option

CORE PROGRAM COURSES (12 credit hours*)

HEA 600 *Administration of Higher Education* (3 hours)

HEA 610 *History of Higher Education* (3 hours)

HEA 620 *Access & Equity in Higher Education* (3 hours)

[EPR 594 *Introduction to Educational Research* (3 hours)*]

MAJOR PROGRAM COURSES (15 credit hours)

HEA 630 *Higher Education Law* (3 hours)

HEA 640 *Organization, Leadership, and Change* (3 hours)

HEA 660 *College Student Development* (3 hours)

HEA 670 *Strategic Partnerships in Academic & Student Affairs* (3 hours)

HEA 680 Practical Issues & Challenges in Higher Education Administration (3 hours)

ADVISOR-APPROVED ELECTIVE COURSES (3 credit hours)

HEA 685 Special Topics (3 hours)

EDF 602 Critical Social Issues in American Education (3 hours)

EDF 620 Culture & American Education: Race, Class, & Gender (3 hours)

CHHS 612 Student Health & Well-Being in Higher Education (3 hours)

RESEARCH COURSES (6 credit hours)

EPR 594 Introduction to Educational Research (3 hours)*

EPR 596 Introduction to Qualitative Methods (3 hours), **OR**

EPR 608 Statistical Methods and Action Research (3 hours)

*Note: EPR 594 is also considered a core program course requirement.

THESIS COURSES (6 credit hours)

HEA 699 Thesis Research (6 hours)

Plan 2: Non-Thesis Option

CORE PROGRAM COURSES (12 credit hours*)

HEA 600 *Administration of Higher Education* (3 hours)

HEA 610 *History of Higher Education* (3 hours)

HEA 620 *Access & Equity in Higher Education* (3 hours)

[EPR 594 Introduction to Educational Research (3 hours)*]

MAJOR PROGRAM COURSES (21 credit hours)

HEA 630 Higher Education Law (3 hours)

HEA 640 Organization, Leadership, and Change (3 hours)

HEA 650 Assessment & Evaluation in Higher Education (3 hours)

HEA 660 College Student Development (3 hours)

HEA 670 Strategic Partnerships in Academic & Student Affairs (3 hours)

HEA 680 Practical Issues & Challenges in Higher Education Administration (3 hours)

HEA 690 Practicum in Higher Education (3 hours)

ADVISOR-APPROVED ELECTIVE COURSES (3 credit hours)

HEA 685 Special Topics (3 hours)

EDF 602 Critical Social Issues in American Education (3 hours)

EDF 620 Culture & American Education: Race, Class, & Gender (3 hours)

CHHS 612 Student Health & Well-Being in Higher Education (3 hours)

RESEARCH COURSES (3 credit hours)

EPR 594 Introduction to Educational Research (3 hours)*

*Note: EPR 594 is also considered a core program course requirement.

4.3.B Thesis Option Sample Plan

The second option is a **39 credit hour thesis track** for those seeking upward mobility within the field of higher education in either student or academic affairs, as well as those seeking to further their academic research skills in preparation for doctoral study. Students who choose this path are required to take a minimum of 6 credit hours of thesis research. The thesis option will require successful completion of the thesis defense. The following tables are examples of a program of study and timeline, but do not necessarily reflect the only option.

Year	Semester	Part-Time Students: Average of Two Courses (6hrs) Per Semester	Hours
1 st Year	Fall	HEA 600 Administration of Higher Education HEA 610 History of Higher Education	3 3
	Spring	HEA 620 Access and Equity in Higher Education HEA 630 Higher Education Law	3 3
	Summer	HEA 640 Organization, Leadership, and Change HEA 670 Strategic Partnerships in Academic & Student Affairs	3 3
2 nd Year	Fall	EPR 594 Introduction to Educational Research Design HEA 685 Special Topic, OR EDF 602 Critical Social Issues in American Education, OR EDF 620 Culture & American Education: Race, Class, & Gender, OR CHHS 612 Student Health & Well-Being in Higher Education	3 3
	Spring	HEA 660 College Student Development EPR 596 Introduction to Qualitative Methods OR EPR 608 Statistical Methods and Action Research	3 3
	Summer	HEA 680 Practical Issues & Challenges in Higher Education Administration HEA 699 Thesis Research	3 3
3 rd Year	Fall	HEA 699 Thesis Research	3
Total Hours			39

Year	Semester	Full-Time Students: Average of Three Courses (9hrs) Per Semester	Hours
1 st Year	Fall	HEA 600 Administration of Higher Education HEA 610 History of Higher Education EPR 594 Introduction to Educational Research Design	3 3 3
	Spring	HEA 620 Access and Equity in Higher Education HEA 630 Higher Education Law EPR 596 Introduction to Qualitative Methods OR EPR 608 Statistical Methods and Action Research	3 3 3
	Summer	HEA 640 Organization, Leadership, and Change HEA 660 College Student Development HEA 670 Strategic Partnerships in Academic & Student Affairs	3 3 3
2 nd Year	Fall	HEA 680 Practical Issues & Challenges in Higher Education Administration HEA 685 Special Topic, OR EDF 602 Critical Social Issues in American Education, OR EDF 620 Culture & American Education: Race, Class, & Gender, OR	3 3

		CHHS 612 Student Health & Well-Being in Higher Education HEA 699 Thesis Research	3
	Spring	HEA 699 Thesis Research	3
Total Hours			39

4.3.C Non-Thesis Option Sample Plan

The first option is a **36 credit hour non-thesis track** in higher education administration specifically for those seeking professional advancement within their current positions. The non-thesis option gives students the ability to elect to complete a practicum course and submit an experiential project to complete degree requirements. The non-thesis option for the degree will require passing a comprehensive exam. The following tables are examples of a program of study and timeline, but do not necessarily reflect the only option.

Year	Semester	Part-Time Students: Average of Two Courses (6hrs) Per Semester	Hours
1 st Year	Fall	HEA 600 Administration of Higher Education HEA 610 History of Higher Education	3 3
	Spring	HEA 620 Access and Equity in Higher Education HEA 630 Higher Education Law	3 3
	Summer	HEA 640 Organization, Leadership, and Change HEA 670 Strategic Partnerships in Academic & Student Affairs	3 3
2 nd Year	Fall	EPR 594 Introduction to Educational Research Design HEA 685 Special Topic, OR EDF 602 Critical Social Issues in American Education, OR EDF 620 Culture & American Education: Race, Class, & Gender, OR CHHS 612 Student Health & Well-Being in Higher Education	3 3
	Spring	HEA 650 Assessment & Evaluation in Higher Education HEA 660 College Student Development	3 3
	Summer	HEA 680 Practical Issues & Challenges in Higher Education Administration HEA 690 Practicum in Higher Education	3 3
Total Hours			36

Year	Semester	Full-Time Students: Average of Three Courses (9hrs) Per Semester	Hours
1 st Year	Fall	HEA 600 Administration of Higher Education HEA 610 History of Higher Education EPR 594 Introduction to Educational Research Design	3 3 3
	Spring	HEA 620 Access and Equity in Higher Education HEA 630 Higher Education Law HEA 650 Assessment & Evaluation in Higher Education	3 3 3
	Summer	HEA 640 Organization, Leadership, and Change HEA 660 College Student Development HEA 670 Strategic Partnerships in Academic & Student Affairs	3 3 3

2 nd Year	Fall	HEA 680 Practical Issues & Challenges in Higher Education Administration	3
		HEA 685 Special Topic, OR	3
		EDF 620 Culture & American Education: Race, Class, & Gender, OR	
		EDF 602 Critical Social Issues in American Education, OR	
		CHHS 612 Student Health & Well-Being in Higher Education	
		HEA 690 Practicum in Higher Education	3
Total Hours			36

SECTION 5.0 THE COPREHENSIVE EXAM

5.1 What is a Comprehensive Exam?

A comprehensive exam is an evaluation that measures a student's competency and mastery of concepts in the field of an academic discipline.

5.2 What is the process?

In this section the process involved in completing the comprehensive exam is discussed. Any questions about the comprehensive exam should be directed to the HEA Program Coordinator.

- Comprehensive exam dates and timelines will be announced at the beginning of the final semester of a student's degree plan.
- Students will be given a period of no more than two weeks to complete their comprehensive exam.
- Students may utilize their textbooks, the internet, the library, and other course materials to take their exam.
- No collaboration nor outside help is allowed during the exam period. The program will work on an honors system. Students who violate the honors system will have to retake the exam during retake week. This will be their last opportunity to complete the comprehensive exam.
- Exams will be individualized in the sense that even if all students received the same question(s), it would be impossible to have the same results.
- Exams are reviewed by a committee and graded based on a rubric. Scores will be added together and divided by the number reviewers. In order to pass, students must score at least an overall 80% on the comprehensive exam.
- Students will receive notification via email from the HEA Program Coordinator indicating Pass/Fail status for the comprehensive exam with next steps once all scores have been tallied and the Graduate School has received notice.
- Individuals who do not pass the comprehensive exam will be given one opportunity to retake the exam with new question(s). Retakes will be offered in the same semester as the initial exam. Students who do not pass the retake will not be able to receive the master's degree.

SECTION 5.0 THE THESIS PROCESS

6.1 IRB

IRB stands for Institutional Review Board. The purpose of IRB review is to assure, both in advance and by periodic review, that appropriate steps are taken to protect the rights and welfare of humans participating as subjects in the research. To accomplish this purpose, IRBs use a group process to review research protocols and related materials (e.g., informed consent documents and investigator brochures) to ensure protection of the rights and welfare of human subjects of research. All research conducted by master's thesis students that includes human subjects must undergo an IRB review at the University of Alabama at Birmingham.

6.2 Citi Training

City training is a requirement in research. Without proper Citi training, you will not be able to conduct research nor submit for IRB. Students should complete Citi training the semester before they begin HEA 699 Thesis Research coursework. In order to sign up for Citi training students should visit the following website: www.citiprogram.org. Once students sign into their Citi account, they should complete the appropriate IRB Training assigned by the institution. This should include the IRB Human Research Training titled Social and Behavioral as required by the University of Alabama at Birmingham. Should students need assistance in identifying the correct Citi trainings to complete, they should reach out to the Graduate School and/or the UAB office of Research uabresearch@uab.edu for assistance.

6.3 RCR Training

Master's students are also required to complete a 2-hour RCR training component. Visit the RCR Training page for more information and to coordinate your training session.

<https://www.uab.edu/research/home/uab-rcr-training>

Contact information for RCR training:

Dr. Lisa M. Schwiebert, Ph.D.

Professor & Senior Associate Dean for Graduate and Postdoctoral Affairs

Responsible Conduct of Research Training Coordinator

LHL G03K

lschwieb@uab.edu

(205) 934-3970

6.4 Committee

Establishing your committee is the first step in formalizing your research. UAB requires three committee members for masters students. The first is your Chair preferably from within your program and the other two should be individuals who can contribute to your work based on subject matter, methodological approach, and/or theoretical lens. All committee members must have Graduate Faculty Status in order to serve on your committee. You can check for Graduate Faculty Status by visiting the following link: <https://www.uab.edu/graduate/faculty-staff/graduate-faculty/graduate-faculty-listing>.

If there is an individual that you would like to add to your committee, but their name does not appear on the Graduate Faculty Status list, speak to your Chair about attaining Ad Hoc Faculty Status. If the individual qualifies, your Chair can submit proper paperwork to start this process. Please note that all committee members must hold a Ph.D. or Ed.D. Your Chair will need to submit a [Recommendation for Appointment to Graduate Faculty](#) form to the Graduate School to attain Ad Hoc Faculty Status. These forms often take time to be reviewed and returned; therefore, your request should be made early the semester prior to enrollment in HEA 699 Thesis Research.

Please note that you must be intentional when selecting your committee members to make sure that they are a good fit for you and your research topic. You may change committee members along the way but be aware that this may impact your timeline to completion.

6.5 Graduate School Guidelines

The Graduate School has done a wonderful job of outlining the processes and deadlines that must be met throughout the thesis writing/research process. You can access this information at the following link: <https://www.uab.edu/graduate/students/current-students/theses-dissertations/your-thesis-and-dissertation>

Please note, the Graduate School provides a detailed step-by-step general process for master’s students to follow, but master’s students should also review the steps and timeline created by their program. Program timelines usually follow the general process outlined by the Graduate School but may have additional steps not noted on the Graduate School website which are program specific. It is the students responsibility to know the steps required both by the Graduate School and their individual program

6.6 HEA Program Thesis Timeline

Steps to Completion	Description	Proposed Date	Completed
Complete Citi Training	Students will visit the following website and complete required IRB online training modules: www.citiprogram.org . This must include the IRB Human Research Training titled Social and Behavioral as required by the University of Alabama at Birmingham.		
RCR Training	Master’s students are also required to complete a 2-hour RCR training component. Visit the RCR Training page for more information and to coordinate your training session. https://www.uab.edu/research/home/uab-rcr-training		
Create initial outline of study	Student will work with their chair to complete an initial outline of their study which will include their research topic, the problem to be addressed, why it is important/significance, purpose of their study, research questions, theoretical framework, methodological approach, and method of analysis. This will provide enough information for them to reach out to prospective committee members to discuss the focus of their research and to invite them to join their team.		

Committee Selection	Student will work with their chair to select committee members. It will be the responsibility of the student to contact and confirm in writing (email) that each member is available and willing to sit on his or her committee. The Committee Form must be finalized and approved by the UAB Graduate School before the Prospectus meeting is scheduled.		
Student begins Thesis Prospectus	The thesis prospectus is a document that provides a road map for the proposed thesis. It is intended to get the student thinking about their project early enough to ensure completion in a timely fashion. See <i>Directions for Thesis Prospectus</i> .		
Prospectus Process			
Register for HEA 699	Prior to registering for HEA 699, the student must be admitted to candidacy. This will require the release of an enrollment hold on the students account which must be submitted by the HEA Program Coordinator. The student will take a minimum of 6 credit hours of HEA 699, over a minimum of two semesters to complete his/her/their thesis. The student and Chair will meet regularly throughout the thesis process.		
Prospectus goes to Chair for Review	Student submits Prospectus to Chair for review. <i>Chair requires at least 2 weeks to review work and provide feedback.</i>		
Chair/Student Meeting	Chair and student meet to review Prospectus. All edits are to be made prior to Chair emailing committee with edited version for review.		
Chair Emails Committee	Once student is prepared for Prospectus Meeting, the Chair will email committee members to let them know that the student will be working with them to set up a Prospectus Meeting. Chair will also include in the email the approved edited version of the Prospectus for committee review.		
Arrange Prospectus Meeting	Student is responsible for creating a Doodle poll (https://doodle.com/create) to arrange Prospectus Meeting; <i>student must give committee at least 2 weeks to review work prior to meeting.</i> Once a date and time is confirmed, the student will work with the Chair to setup a Zoom meeting and to prepare their Prospectus presentation.		
Prospectus Meeting	The Prospectus Meeting is a working session in which the student's Prospectus is presented and then discussed with members of the dissertation committee. A full or partial convening of the committee is at the Chair's discretion. Upon successfully completing the Prospectus Meeting, the student works to complete the first three chapters.		
Submit IRB for Review	UAB policy requires that all research involving human subjects be reviewed and approved by the UAB IRB before the research begins. Upon approval by the committee at the Prospectus meeting, student will complete all edits required by the committee for the IRB, if applicable. Student will submit IRB for review. Student should allow 4 to 8 weeks		

	for IRB approval. Student must obtain IRB approval prior to beginning the data collection. No data will be collected until students have completed the Proposal process.		
Proposal Process			
Student Submits Proposal (chapters 1 thru 3) to Chair for Review	Student submits Proposal to Chair for review. Chair requires at least 2 weeks to review work and provide feedback.		
Chair/Student Meeting	Chair and student meet to review Proposal. All edits are to be made prior to Chair emailing committee with edited version for review.		
Chair Emails Committee	Once student is prepared for Proposal Meeting, the Chair will email committee members to let them know that the student will be working with them to set up a Proposal Meeting. Chair will include in the email the approved edited version of the Proposal.		
Arrange Proposal Meeting	Student is responsible for creating a Doodle poll (https://doodle.com/create) to arrange the Proposal Meeting with committee; student must give the committee at least 2 weeks to review work prior to meeting. Once a date and time is confirmed, the student will work with the Chair to set up a Zoom meeting and to prepare their Proposal presentation.		
Proposal Decision	The Proposal is either approved or not approved by committee members. If approved, student will move forward to next steps. If not approved, student will meet with chair for remediation of work based on feedback from the committee and prepare for a second Proposal meeting.		
Program Coordinator will update Candidacy form with IRB approval	Upon a successful Proposal decision. Students will move forward with Candidacy updates. This means that IRB approval must be finalized.		
Register for HEA 699	Prior to registering for HEA 699, edits to the Candidacy form must be completed to show IRB approval. The student can then begin collecting research data. This will require the release of an enrollment hold on the students account which must be submitted by the HEA Program Coordinator. The student will take a minimum of 6 credit hours of HEA 699, over a minimum of two semesters to complete his/her/their thesis. The student and Chair will meet regularly throughout the thesis process.		
Application for Degree (Masters)	The semester prior to anticipated graduation, the student must complete the <i>Application for Degree</i> . It is better to apply early and extend. If student does not apply by the deadline, graduation will be delayed. “The application for degree must be received in the Graduate School Records Office by the deadline date listed on their website https://www.uab.edu/graduate/students/current-students/completing-your-degree/earning-your-degree ; however, check with your department as some programs have earlier deadline dates for the application for degree		

	and may require the form to be submitted directly to the department (i.e. School of Education). A \$50 fee will be charged to your student account. To verify that your application has been received and processed, check your student account for that fee. Students must be registered in the semester they plan to graduate.”		
Thesis Defense Process			
Full Dissertation (Chapters 1 thru 5) goes to Chair	Candidate submits full Thesis to Chair for review. Chair requires at least 2 weeks to review work and provide feedback.		
Chair/Candidate Meeting	Chair and Candidate meet to review full Thesis. All edits are to be made prior to Chair emailing committee with edited version for review.		
Chair Emails Committee	Once student is prepared for the Thesis Defense Meeting, the Chair will email committee members to let them know that the student will be working with them to set up a Thesis Defense Meeting. Chair will also include in the email the approved edited version of the full thesis.		
Arrange Thesis Defense Meeting	Candidate is responsible for creating a Doodle poll (https://doodle.com/create) to arrange the Thesis Defense Meeting with committee; student must give the committee at least 2 weeks to review work prior to meeting. Once a date and time is confirmed, the Candidate will work with the chair to set up a Zoom meeting for the Thesis Defense Meeting and to create a social media and flyer announcement for the event.		
Dissertation Form from the Graduate School	Upon approval of Chair, Candidate goes to the UAB Graduate School website and completes the <i>Request for Thesis or Dissertation Approval Form Request</i> . This form must be signed two weeks prior to public defense. (See https://www.uab.edu/graduate/students/current-students/theses-dissertations/your-thesis-and-dissertation) Note: Approval forms cannot be completed until an Application for Degree for the appropriate semester has been submitted to the Graduate School.		
Final Public Thesis Defense	The Candidate may invite family and friends to the public Thesis Defense. The Zoom meeting will be password protected. Those invited will need to be provided the link and password in advance of the Thesis Defense.		
UAB/ProQuest Submission Requirement	All master’s degree Candidates must submit their thesis as a single PDF to ProQuest within 10 business days of their final defense. Students will be notified via email (usually within 5-7 business days) when their submission has been reviewed. Students are responsible for monitoring their email closely so any necessary changes can be made.		
Time Limitations	“Graduate students are generally expected to complete all degree requirements within 5 years of matriculation for masters and certificates, and 7 years of matriculation for doctoral students. One extension of these time limits can be requested when mitigating circumstances preclude completion of requirements within the time limit. The		

	<p>request for an extension must include a written and signed completion plan outlining the timeline for degree completion. Instructions for preparing a completion plan are available on the Graduate School website at http://www.uab.edu/graduate/graduate-school-quicklinks/online-forms. Time limit extension requests require the approval of the student's dissertation committee (if applicable) as well as graduate program director and must be presented in writing to the Dean of the Graduate School for consideration and approval. Masters and certificate courses taken more than 5 years before graduation and doctoral courses taken 7 years before graduation will not be applied toward a degree without the approval of the graduate program director and Graduate Dean." Retrieved 06/07/2021 from http://catalog.uab.edu/graduate/academicprogress/</p>		
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*The information provided here is to assist thesis students in the Higher Education Administration Program. The thesis process includes written deadlines based on policies and procedures that are determined by the Graduate School. It is the responsibility of each thesis student to personally identify, understand, and apply all deadlines, policies and procedures of the UAB Graduate School. The Graduate School website is found at <https://www.uab.edu/graduate/students/current-students>. Contact information is as follows: gradschool@uab.edu, Phone: (205) 934-8227, Fax: (205) 934-8413. Students should verify all information for accuracy and applicability.

**Please note that this is a fluid document which means that deadlines and processes are continually changing and updating. The form is accurate at the time of creation. Always check with your Chair and Program Coordinator for updates.

6.7 Directions for Thesis Prospectus

Purpose:

The thesis prospectus should define a worthy and manageable research project for both the student and the student's thesis committee chair. The research project proposed in the prospectus should make a valuable and original contribution to the literature on the subject of the study. Additionally, the proposed project should be realistically viable given constraints on time, student preparation, faculty specializations, access to the necessary research archives, etc. In short, the prospectus should demonstrate that the project is worth doing and can be done in an appropriate amount of time. In this regard a thesis prospectus serves both as a justification for the work and a feasibility study.

Contents:

A thesis prospectus must include the following:

Abstract: The abstract is a succinct summary, running no more than a single page, which clearly defines the research question the thesis will address and explains how the student will answer the research question. Keywords should be included.

Literature Review: The prospectus itself begins with a review of relevant literature on the topic the research question(s) addresses. This review should provide a strong foundation for the overall work and clearly define what is present in the literature and what is missing therefore supporting the significance of the work and purpose of this research.

Theoretical Framework: Students will need to be able to clearly define what theoretical approach they will be utilizing as a lens for their research study.

The Methodological Approach and Data Analysis: The critical section of the prospectus is the explanation of the methodology that will be used in the study, and a detailed description of the method of analysis for the data once it has been collected.

Chapter Outline: This section explains how the student will organize and present the material incorporated into the thesis.

Annotated Bibliography: The prospectus concludes with a list of the major works relevant to the thesis project, including but not limited to those discussed in the Literature Review section of the prospectus. The bibliography should also include citations for all sources. The student must briefly describe these sources and indicate how they will contribute to the research project.

IRB Documentation: Students should be prepared to present documents that will be required for IRB submission including but not limited to participant recruitment documents (emails, flyers, phone scripts, etc.), questionnaires, interview questions, and the like.

Process: The student will work one-on-one with their chair to develop their prospectus in preparation for the prospectus defense. Once the student is ready to defend; the chair will direct the student in setting up the prospectus defense.

SECTION 6.0 ASSISTANTSHIPS & MENTORING

6.1 Assistantship Opportunities

The Higher Education Administration Program is working with different entities on campus to create opportunities for assistantships. These opportunities are not guaranteed and will be subject to an application process through each participating campus entity. For more information on assistantships email the HEA program at SOE-HEAProgram@uab.edu.

6.2 Mentorship Opportunities

The Higher Education Administration Program is working with different administrative office across campus to create mentorship opportunities. These opportunities are not guaranteed and will be provided on a first come first serve basis as mentors are identified.

SECTION 7.0 HIGHER EDUCATION STUDENT ASSOCIATION (HESA) – COMING SOON!

7.1 Association Description

The UAB Higher Education Administration Program recognizes the need for an organization that fosters the development of graduate students and para-professionals in the student and academic services profession. Therefore, a Higher Education Student Association (H.E.S.A.) can aid in creating an environment for the promotion of professional development, networking, and social opportunities for aspiring and current professionals. H.E.S.A must be student led and faculty sponsored.

7.1.A Membership

Membership is restricted to full and part-time, enrolled UAB graduate students, faculty, and staff. No university student will be denied membership on the basis of race, sex, religion, national origin, color, age, disability, gender identity or expression, sexual orientation, or veteran status. Active participation in planned HESA programming and activities is required in order to maintain good standing and membership. Good standing is defined as having attended at least one H.E.S.A. sponsored event each fall and spring semester.

7.1.B Purpose

The purpose of H.E.S.A. is to serve as the collective voice and represent the needs of all students associated with the Higher Education Administration Program. H.E.S.A. works to bridge the gap between graduate students and the field of Higher Education. H.E.S.A. also assists in the promotion of the School of Education and the Higher Education Administration Program. It provides members with social, professional, and academic support thru networking opportunities with one another, campus professionals, and professionals within the larger field of Higher Education. H.E.S.A. also works to maintain and establish community among our continuously growing network of current students, alumni, and Higher Education faculty.

SECTION 8.0 HIGHER EDUCATION ORGANIZATIONS

8.1 International Associations

As we become more and more a global world, interconnected across borders, it is important that we recognize the global span of higher education and its impact on the work we do right where we are. The following section provides a limited overview of some of the more popular international associations with global reach in administration, student and academic affairs.

8.1.A European Council for Student Affairs

The European Council for Student Affairs – ECStA is an independent and autonomous umbrella organization aiming to promote the social infrastructure at all higher education institutions of Europe. The European Council for Student Affairs was officially registered in Brussels on 11 February 1999. The founding members of the ECStA were the two Belgian organisations “Vlaamse Interuniversitaire Raad” (VLIR) and “Conseil Interuniversitaire de la Communauté Française” (CIUF), the French organisation “Centre National des Oeuvres Universitaires et Scolaires” (CNOUS) and the German Organisation “Deutsches Studentenwerk” (DSW). With its activities, the ECStA promotes the mobility of programme students and so-called free movers, i.e. students who arrange and finance their stay abroad themselves. For more information about ECStA refer to: <http://ecsta.org/about-us/>.

8.1.B International Association of Student Affairs and Services

IASAS, the International Association of Student Affairs and Services, is a worldwide association of university professionals working in the area of student services. IASAS has more than 1200 individual and institutional members representing 90 countries on five continents. IASAS was born from the need to consolidate the knowledge and professionalism of the student affairs staff who work to provide students with residential services, study support, sport and cultural activities that create the optimal conditions for the university life and help develop the potential of each student. Since 2013 IASAS has been based in Brussels, as a legally recognized entity under Belgian law. For more information about IASAS refer to: <http://iasas.global/>.

8.1.C Australia and New Zealand Student Services Association

ANZSSA is the peak professional organisation for staff in the post-secondary education sector in Australia and New Zealand. They provide development opportunities and sector representation for professional staff working in post-secondary education student engagement, student participation, wellbeing and development. The expertise is driven by the membership of the Association. There are two main beneficiaries of the work of ANZSSA: staff and students. For students ANZSSA focuses on the development of skills and resources for staff to enable best practice within their institution around:

- Improving the student experience and student learning
- Supporting and empowering students to achieve their educational and life goals
- Enhancing student wellbeing and development
- Improving student success and persistence
- Providing outreach to students at risk

- Raising institutional student retention rates

For our staff we provide essential professional development opportunities and networking to:

- Foster and promote student services expertise
- Facilitate the general wellbeing of the institutional community
- Participate in sector leading professional development and conference activities
- Undertake exchange to international conferences and site tours
- Develop best practice guidelines and resources
- Support the development and distribution of knowledge

ANZSSA has international links with partner organisations across the globe and facilitate staff and student exchange and conference attendance. Professional interest groups and regional convenors develop bespoke programs relevant to their communities or regions of practice. For more information about ANZSSA refer to: <https://www.anzssa.com/>.

8.1.D Deutsches Studentenwerk

The Deutsches Studentenwerk (German National Association for Student Affairs - DSW) is a voluntary association of Germany's 57 Studentenwerke (student services organisations). These organisations fulfil public tasks in the provision of economic, social, health and cultural support to students enrolled at all German higher education institutions. Studentenwerke plays a key role in ensuring equal opportunities. By co-operating with higher education institutions and university towns and cities, they help improve study conditions and make a substantial contribution to shaping the living environment at universities. Deutsches Studentenwerk (as the German non-profit association of all 57 Studentenwerke) advises and supports its members in particular by:

- Representing the social interests of students and the Studentenwerke vis-à-vis politics, the public, and leading university and science associations,
- Maintaining close co-operation with institutions and organisations with common goals,
- Bringing its expertise to federal and state legislation,
- Organizing further education courses and advising Studentenwerke on topics that are relevant to their day-to-day work.

For more information about Deutsches Studentenwerk refer to:

<https://www.studentenwerke.de/en/>.

8.1.E AMOSSHE The Student Services Organisation

AMOSSHE promotes the development and sharing of good practice within Student Services in the UK higher education sector at a national level. Our members contribute their time and expertise to benefit the whole community, and ultimately, the experiences of students. Here's how AMOSSHE supports the work of our members:

- Sharing good practice and expertise through member discussions and networking.
- Developing members' skills and strategy through events and conferences.
- Promoting and representing our members' interests by working closely with influential sector groups and policy makers.
- Adding to sector research and sharing good practice recommendations by funding member-led projects that support and enable the work of the Student Services sector.
- Keeping members up to date with news and developments through policy briefings and updates.
- Creating a space for national, regional and special interest discussions.
- Widening members' experience horizons through international engagement and exchanges.

For more information about AMOSSHE refer to: <https://www.amoshe.org.uk/>.

8.1.F CACUSS/ASEUCC

CACUSS is a professional association representing and serving those individuals who work in Canadian post-secondary institutions in student affairs and services. While it has existed in its present form since 1971, the origins of this association derive from the University Advisory Services (1946) and, more recently, the University Counselling and Placement Association (UCPA) and the Canadian Association of University Student Personnel Services (CAUSPS). Since 1973, CACUSS has provided professional development services and programs for members in all the Canadian provinces. Cross-divisional interest groups called communities of practice and networks were formed by members in 2015 based on their professional needs, focusing on areas such as student health and wellness, first-year students, new professionals, and leadership education. For more information about CACUSS/ASEUCC refer to: <https://www.cacuss.ca/index.html>.

8.1.G Caribbean Tertiary Level Personnel Association

The Caribbean Tertiary Level Personnel Association (CTLPA) was born out of the need for student services personnel at tertiary institutions to:

- Better understand their role as an essential part of student learning & development
- Enhance their ability to plan & implement student development programs
- See themselves as a part of a specific professional group, rather than as isolated individuals performing specific tasks.

The primary focus of CTLPA is to foster timely development of a student centered culture in educational institutions at the tertiary level across the Caribbean. The Association networks with student services personnel within those institutions so as to enhance their roles as educators and encourage the highest levels of professionalism. For more information about CTLPA refer to: <https://www.myctlpa.org/>.

8.2 National Associations

National associations serve to provide avenues for resources related to higher education administration, student and academic affairs within the United States. The following section provides limited examples of the most prominent national associations within the United States.

8.2.A American College Personnel Association

American College Personnel Association (ACPA) is headquartered in Washington, D.C. at the National Center for Higher Education, and serves as one of the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA has nearly 7,500 members representing 1,200 private and public institutions from across the U.S. and around the world. ACPA members include graduate and undergraduate students enrolled in student affairs/higher education administration programs, faculty, and student affairs educators, from entry level to senior student affairs officers, and organizations and companies that are engaged in the campus marketplace. For more information about ACPA refer to: <https://www.myacpa.org/>.

8.2.B National Association of Student Personnel Administrators

The National Association of Student Personnel Administrators serves as one of the national associations for college and university student affairs administrators. NASPA strives to serve the diverse needs of our entire community, from vice presidents of student affairs to undergraduate student leaders first considering a career in the field, they are invested in empowering all members to realize their full potential. NASPA is dedicated to cultivating student success in collaboration with the missions of their institutional members, a network of colleges and universities representing every sector of higher education. For more information about NASPA refer to: <http://www.naspa.org/>.

8.2.C Association for the Study of Higher Education

ASHE is a scholarly society with 2,000 members dedicated to higher education as a field of study. The Association for the Study of Higher Education (ASHE) promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications, including its highly regarded journal, The Review of Higher Education. ASHE values rigorous scholarly approaches to the study of higher education and practical applications of systemic inquiry. For more information about ASHE refer to: <https://www.ashe.ws/>.

8.2.D American Educational Research Association

The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good. AERA, founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results. For more information about AERA refer to: <https://www.aera.net/About-AERA>.

8.2.E National Association of Foreign Student Advisers

NAFSA is the Association of International Educators. It serves as the primary professional organization for practitioners in international education. NAFSA believes that international education advances learning and scholarship, fosters understanding and respect among people of diverse backgrounds and perspectives, is essential for developing globally competent individuals. For more information about NAFSA refer to: <http://www.nafsa.org>.

8.3 Regional Associations

Regional associations are representative of clusters of states within a designated location within the United States that come together to promote research, professional development, and networking opportunities. Regions (state clusters) may vary by association. The following section provides limited examples of the most prominent regional associations inclusive of Alabama.

8.3.A MSERA

The Mid-South Educational Research Association was formed in 1972 as a nonprofit incorporated educational organization to encourage and provide results of quality educational research in elementary and secondary schools and in institutions of higher learning. The Mid-South Educational Research Association seeks to encourage quality educational research in the Mid-South and to promote the application of the results of quality educational research in the schools. MSERA has been known for its mentoring of graduate students and young professors, willingness to become part of MSERA by serving as a Board member, committee chair or member, or even a presider of a session regardless of your academic rank. Any organization is what you make of it and MSERA is no different. We need intelligent, dedicated members to continue the long and productive legacy of MSERA. MSERA is a subsidiary of AERA. For more information about MSERA refer to: <http://www.msera.org/annual-meeting.html>.

8.3.B SACSCOC

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

The mission of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational quality and improve the effectiveness of its member institutions. In addition, the Southern Association of Colleges and Schools Commission on Colleges has six core values. They are:

- Integrity
- Peer Review/Self-regulation

- Student Learning
- Continuous Quality Improvement
- Accountability
- Transparency

Their vision is to serve as the premier model for shaping and ensuring the quality of higher education throughout the world. For more information about SACSCOC refer to:

<https://sacscoc.org/>.

8.4 State Associations

State associations are representative of the associations within the state where one resides, in the case of UAB, Alabama. The following section provides limited examples of the most prominent state associations in Alabama.

8.4.A ALCPA

The mission of the Alabama College Personnel Association (ALCPA) is to promote the ideology and philosophy of individuals committed to student development in higher education. ACPLA serves students, student affairs professionals, faculty, and staff by providing its membership opportunities for professional development through educational and social opportunities. Diverse in its membership, ALCPA serves its members by promoting formal and informal opportunities for networking, dialogue, mentorship, research, online resources, and sponsored workshops and conferences. In addition, the Alabama College Personnel Association (ALCPA) seeks to develop leadership in Student Affairs and Higher Education for the advancement and dissemination of knowledge; enhancement of student success thru retention, persistence, and graduation; and to work with intentionality to advance the holistic quality of higher education in the state of Alabama. For more information about ALCPA contact: Dr. Mary Ann Bodine Al-Sharif drbas@uab.edu.

8.4.B NASPA-AL

NASPA Alabama serves as a resource for NASPA members within the state of Alabama regarding all that is NASPA on the national, regional, and state levels. NASPA Alabama provides opportunities for volunteering, scholarships, research, State Drive-In Conferences, and much, much more! In addition, NASPA Alabama seeks to support graduate students and new professionals to attend the NASPA Region III Summer Symposium. For more information about NASPA-AL refer to: <https://www.naspa.org/region/naspa-alabama>.

SECTION 9.0 APPENDICES

9.1 Sample Student Progress Letters

For Academic Progress Review, the following sample letters and Written Plan of Action Form will be used.

9.1.A Letter of Progression

Date:

Student Name
Student Address

Dear Student:

The program faculty of the MS and Graduate Certificate of Higher Education Administration met to review the progress of current students according to the policy outlined by the Graduate School for academic progress. We discussed your academic performance and progress in meeting program milestones. We are pleased to report that the faculty believes that you are making overall good academic progress and anticipate you will continue to advance in your educational endeavors.

The faculty noted that you are thoughtful about the material presented, and that you are diligent in completing your coursework. It was also noted that you have been taking advantage of working with faculty outside of coursework, and we encourage you to continue this practice.

We congratulate you on your success to date. If you have any further questions about your review, please feel free to set an appointment with your Faculty Advisor to discuss your progress. Please note that reviews of academic progress initially occur after the completion of a student's first semester and annually thereafter.

Sincerely,

Program Coordinator
Higher Education Administration

9.1.B. Letter of Remediation

Date:

Student Name

Student Address

Dear Student:

The program faculty of the MS and Graduate Certificate of Higher Education Administration met to review the academic progress of current students according to the policy outlined by the Graduate School for academic progress. We discussed your academic performance and progress in meeting program milestones.

The faculty shared concerned with your academic progress to date. We would like you to set an appointment to meet with your Faculty Advisor to create a *Written Plan of Action* that you will both sign off on in commitment to your future success.

We also strongly encourage you to seek assistance through the writing lab to aid you with your writing skills. The faculty perceive this is necessary for you to be successful in comprehensive exams and/or thesis work. With some extra effort and focused support, you can develop your skills to meet program expectations.

Documentation (electronic format) of your written action plan with signatures will need to be provided to the Program Coordinator for the MS and Graduate Certificate of Higher Education Administration within two weeks of the date of this letter. Please note that according to the Graduate School Catalog, graduate students who fail to maintain good academic standing at the end of any semester will be placed on academic probation and continued poor academic progress could result in academic dismissal from the UAB Graduate School.

Reviews of academic progress initially occur after the completion of a student's first semester and annually thereafter. However, students placed on academic probation may be monitored more regularly until good academic standing is re-established. If you have any further questions about your review, please feel free to set an appointment with your Faculty Advisor to discuss your progress.

Sincerely,

Program Coordinator
Higher Education Administration

9.1.C Written Plan of Action Form

Date: _____

Graduate Student: _____

Blazer ID: _____

Faculty Advisor: _____

Based on a recent review of the above noted student’s academic progress, faculty are requesting that the student meet with the above noted Faculty Advisor to create a *Written Plan of Action* for improved academic success. The student and Faculty Advisor have created the following required next steps to aid in this process. Students are required to meet the expectations of the *Written Plan of Action* in order to improve their academic standing. Please note that according to the Graduate School Catalog, graduate students who fail to maintain good academic standing at the end of any semester will be placed on academic probation and continued poor academic progress could result in academic dismissal from the UAB Graduate School.

Student will:

- Meet with their Faculty Advisor every week/two weeks to review progress and gain support.
- Work with the writing lab to better prepare written assignments utilizing appropriate grammar, punctuation, sentence structure, spelling, and APA 7th edition formatting.
- Utilize office hours for faculty in course work that he/she/they are enrolled in to discuss areas where he/she/they are struggling, and garner needed support.
- Create a time management schedule to better negotiate critical study time and balance other obligations.
- Reduce enrollment from full-time to part-time status in the next semester to assist with better managing responsibilities.

Other: _____

Your signature on this form represents an understanding of the work you will need to complete in order to meet the expected academic performance for the MS and/or Graduate Certificate in Higher Education Administration. Again, failure to be successful in one's overall academic performance can put a student at risk of being placed on academic probation and/or dismissal from the UAB Graduate School.

Student's Printed Name

Date

Student's Signature

Date

Faculty Advisor's Signature

Date

Program Coordinator's Signature

Date

9.2 HEA Program PLO-CAS-SLO Alignment

In this section, Program Learning Outcomes (PLOs), standards set by the Council for the Advancement of Standards in Higher Education (CAS), and Student Learning Outcomes (SLOs) alignment is presented. This alignment is vital for the success of the HEA program.

- PLOs are required by the Alabama Commission for Higher Education (ACHE) for overall program assessment purposes.
- CAS is a consortium of professional associations in higher education that promote the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services. These are the standards that define the structures of Higher Education.
- SLOs are the specific learning outcomes defined within each course to measure course content knowledge.

HEA 600 Administration of Higher Education:

This course reviews the history, philosophy, and development of higher education through an overview of American and international institutions of higher learning. Students examine organization, governance, and administrative structures of American universities and are introduced to the function and responsibilities of major administrative divisions of a college or university and the major tasks of administration. Students are introduced to major journals in the field and discuss curricular, administrative, and policy issues as well as future trends. Students are required to familiarize themselves with one or more administrative offices on a campus.

Course Objective:

The purpose of this course is to introduce students to the governance, structure, and management of higher education institutions. Different institution types (community colleges, colleges, universities, for-profit institutions) will be discussed in order for students to begin to understand how operating models differ among institutions. In addition, students will become familiar with the Carnegie classification system for higher education and pertinent journals related to the administration of higher education.

PLO4. Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-600-1: Describe the organization, culture, diversity & history of higher education institutions.

SLO-600-2: Appraise foundations of higher education administration and relate this knowledge to historical and current settings as well as develop and expand these to fit with themes of social justice and diversity.

PLO1. Knowledge of organizational theory, as well as social and policy issues that critically affect college student success.

CAS-Part 6. Leadership, Management, and Supervision: Responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area. It may address initiatives that are key to the functional area's success, which leaders must or should advocate on behalf of for their programs.

SLO-600-3: Connect the literature on higher education administration theory to current practice.

SLO-600-4: Interpret and explain research significant to higher education administration.

SLO-600-5: Recognize higher education as a field of study or professional interest.

CAS-Part 10. Financial Resources: How programs and services must or should be funded; financial planning and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.

SLO-600-6: Recognize how higher education is funded both externally and internally – local/state/federal, development offices, tuition & fees – and how funding is distributed and accounted for within an institution.

CAS-Part 11. Technology: The role of technology in the functional area. It provides insight into the technological needs of the program, ways it is leveraged to engage users, and ongoing management of IT infrastructure.

SLO-600-7: Recognize how the role of technology has changed the ways in which we conduct the business of higher education, teach in the classroom, and communicate with faculty, students, staff, and the general public about higher education.

PLO3- Knowledge of the unique challenges and variations within higher education, including differences in schools by regions of the United States, urban/rural institutions, tribal colleges and universities (TCUs), historically Black colleges and universities (HBCs), and other iterations of higher education institutions.

CAS-Part 6. Leadership, Management, and Supervision: Responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area. It may address initiatives that are key to the functional area's success, which leaders must or should advocate on behalf of for their programs.

SLO-600-8: Compare and contrast the role faculty, administrators, students, and external constituencies play in higher education administration.

CAS-Part 12. This section details the facilities, equipment, space, and other infrastructure needs of the functional area. It may address issues related to how or where the functional area should be physically located; requirements or restrictions related to space, sustainability, or safety; and considerations that may exist regarding equipment acquisition and/or use.

SLO-600-9: Explain the infrastructure of higher education in relation to facilities management – location, space, sustainability, safety, and planning.

CAS-Part 7. Human Resources: This section covers who is employed by the functional area (including professional and paraprofessional staff and student employees and volunteers). This section discusses employee qualifications or credentials, the functional area's employment practices, and personal training.

SLO-600-10: Identify the needed credentials, positions, and functionality of roles for those working in higher education administration.

HEA 610 History of Higher Education:

This course is an examination of the development of the American system of higher education across 200-plus years –its origin, major characteristics, trends, and distinctive features. The course emphasizes how historical events have unfolded in our culture and in higher education to influence the growth and development of various forms of institutions within the modern American higher education system.

Course Objective:

The course is designed to provide individuals interested in a career in higher education grounding in the development of higher education in the U.S. The overarching concern of the course is to help students understand how the development of higher education in the United States affects and is a part of modern colleges and universities. In addition, this course helps students to recognize the unique growth and challenges of the American system of higher education based on its historical origins and the ever growing and changing needs of society.

PLO4- Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-610-1: Judge the ways in which higher education in the United States has both promoted and undermined issues of equity and social justice within its historical structures and how this has influenced current structures of higher education

PLO3. Knowledge of the unique challenges and variations within higher education, including differences in schools by regions of the United States, urban/rural institutions,

tribal colleges and universities (TCUs), historically Black colleges and universities (HBCs), and other iterations of higher education institutions.

CAS-Part 1. Mission: Provides guidance on themes that are important to include in a mission statement for the functional area. Guidelines in this section may provide insight into how the functional area's scope varies depending on institutional type or context. This section does not include details of specific program elements and/or services provided by the functional area.

SLO-610-2: Summarize the purpose of higher education and how it has changed over time.

SLO-610-3: Criticize the forces, both internal and external, that shape higher education.

SLO-610-4: Explain the role of the federal government in the development of higher education.

PLO2. Knowledge of ways to engage in strategic partnerships between academic affairs and student affairs to provide critical support structures for student success.

CAS-Part 2. Program and Service: Outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function's performance.

SLO-610-5: Articulate the development of college curriculum over time.

PLO1. Knowledge of organizational theory, as well as social and policy issues that critically affect college student success.

CAS-Part 10. Financial Resources: How programs and services must or should be funded; financial planning and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.

SLO-610-6: Explain how colleges and universities are financed and how that has changed over time.

HEA 620 Access & Equity:

This course introduces students to research, theory, and practice issues surrounding access to college and equity in higher education. Through the integration of relevant information from history, law, interpersonal development, organizational development, and philosophy, students will develop complex, comprehensive understandings of equity and diversity in higher education.

Course Objective:

The purpose of this course is to understand the individual and organizational issues of diversity and multiculturalism in U.S. higher education. A broad definition of diversity will capture the range of populations served by higher education. It specifically addresses access and equity issues related to an array of marginalized populations, as well as issues related to socioeconomic status.

PLO4- Knowledge of organization, culture, diversity, and the history of higher education.
CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-620-1: Illustrate the issues associated with ability, ethnicity, gender, race, and social-economic status in relation to participants' experiences in higher education.

SLO-620-2: Defend a variety of perspectives concerning issues of diversity in a postsecondary context.

SLO-620-3: Discover the implications of the participation of underrepresented and marginalized populations in higher education.

SLO-620-4: Relate to complex, technical, and adaptive problems, and issues that higher education administrators face.

SLO-620-5: Interpret the societal influences that allow inequities to exist.

SLO-620-6: Compare and contrast the ways in which the pipeline into higher education influences access and equity within higher education.

SLO-620-7: Appraise a controversial topic related to issues of access and equity in order to understand multiple perspectives of the issue.

SLO-620-8: Develop a position on a topic to potentially influence policymaking.

HEA 630 Higher Education Law:

This course provides an overview of federal and state statutes, as well as case law, relevant to higher education. Students examine legal and ethical issues that confront college and university personnel and explore the legal relationships between the institution and the faculty, the student, and state and federal governments.

Course Objective:

This course is a Graduate School of Education class; it is not a law school class. It is designed to provide students with an awareness of the legal issues that arise in higher education. The course is not designed to provide legal training or advice. The instructor for the class may not be an attorney.

PLO1. Knowledge of organizational theory, as well as social and policy issues that critically affect college student success.

CAS-Part 9. Ethics, Law, and Policy: Standards for ethical practice, points to key legal issues and obligations of practitioners, and outlines policies and procedures that are critical to the work of the functional area. This section may identify laws or policies specific to the functional area that should be followed to ensure compliance with institutional policy or with state, provincial, or federal law. This section also addresses required or recommended ethical considerations that are unique to the field.

SLO-630-1: Develop ethical, professional, and legal criteria in administrative decision-making based on general knowledge of laws impacting higher education.

SLO-630-2: Illustrate the ability to think critically about issues in the law.

SLO-630-3: Identify the structures and sources of law affecting higher education.

SLO-630-4: Identify the legal issues, major laws, and judicial decisions that influence the administration of postsecondary educational institutions.

SLO-630-5: Use legal concepts, case law, and the balance of the rights and responsibilities of individuals and institutions to appraise specific case studies

PLO4. Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-630-6: Interpret the roles of higher education administrators working within the context of the law.

SLO-630-7: Criticize issues of inequity and social justice within U.S. higher education and society that have directly influenced higher education law.

HEA 640 Organization Leadership Change:

Major organizational and leadership theories are examined as students explore their own leadership abilities and the cultural facets of organizational life in universities with special emphasis on improvement opportunities such as strategic planning, values clarification, cultural norms, innovation, process and people integration, key performance indicators, the balanced scorecard, and the alignment of human resources systems.

Course Objective:

The purpose of this course is to provide an overview of the organization and leadership of higher education. It examines the organization at institution and unit levels, addresses organizational culture and behavior, as well as management and leadership. In addition, the course will focus on contemporary issues in higher education and their impact on society.

PLO1. Knowledge of organizational theory, as well as social and policy issues that critically affect college student success.

CAS-Part 6. Leadership, Management, and Supervision: Responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area. It may address initiatives that are key to the functional area's success, which leaders must or should advocate on behalf of for their programs.

SLO-640-1: Identify differing ways of thinking about colleges and universities as organizations.

SLO-640-2: Describe the key administrative roles and functions within an institution of higher education and the strategies that contribute to organizational efficiency and effectiveness while also promoting equitable and socially just outcomes.

SLO-640-3: Distill the important aspects of prominent organizational theories.

SLO-640-4: Relate major organizational concepts to the internal governance of academic institutions and relate these concepts to specific administrative settings.

SLO-640-5: Identify leadership skills necessary for those who contemplate a career as a leader in colleges or universities, and develop their own leadership skills

PLO4. Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-640-6: Develop strategies for understanding, interpreting, and responding to the internal and external contexts of higher education organizations.

SLO-640-7: Criticize organizational action and the behavior of individuals within organizations.

HEA 650 Assessment & Evaluation in Higher Education:

This course is an examination of the philosophy and practice of assessment and evaluation in higher education with particular emphasis on assessment of programs/services and/or students. The course addresses the use of qualitative and quantitative data in the processes of decision making at all levels within institutions of higher education. Consideration for advanced data collection and analytics, as well as an introduction to facilitating data management are included. Students will gain a better understanding of the importance of assessment in higher education and their role in the assessment process. Therefore, this course is designed to prepare students to conduct an evaluability assessment and assessment design for a real program where they have the potential to provide a program/department with accurate and usable results, as well as actionable next steps.

Course Objective:

The purpose of this course is to assist current and future higher education administrators in discovering answers to such questions as why assessment is important in higher education; what challenges they will face; what the variables are; how to select methods and approaches

and how to use results. Conceptual discovery transitions into skills through designing an evaluability assessment plan and assessment design plan.

PLO6- Knowledge and skills to engage in and use research and assessment to improve education programs and practices within higher education.

CAS-Part 4. Assessment: An approach to assessment, including how it is conducted, analyzed, and used; It addresses the key assessment practices for this functional area.

SLO-650-1: Explain the importance of assessment in higher education, compare and contrast assessment in academic and student affairs settings, and synthesize this analysis into an institutional level perspective.

SLO-650-2: Describe types of assessment techniques that are available, prioritize appropriate strategies to select suitable techniques, and explain the analysis process.

SLO-650-3: Explain the importance of assessing campus environments and student experiences.

SLO-650-4: Compare and contrast the differences between research, evaluation, and assessment.

SLO-650-5: Define the concepts of both quantitative and qualitative research methodologies.

SLO-650-6: Develop and design ways to measure learning outcomes.

SLO-650-7: Design assessments for various purposes, including identifying needs, measuring program and operational outcomes, examining comparisons, and assessing environments.

SLO-650-8: Recognize the purpose of program reviews and the differing basic elements and approaches to program reviews.

SLO-650-9: Develop, write, and orally present an assessment plan.

PLO4. Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-650-10: Describe the role of assessment and evaluation, and how they are used as a tool that contributes to equitable practices within higher education.

SLO-650-11: Develop an awareness of ethical issues, political dimensions, and social justice in terms of assessment.

HEA 660 College Student Development:

In this course students will have an opportunity to examine various theories of student development in higher education including social, psychosocial, cognitive structural, integrative,

and more. Students are asked to look not only at the identity development models presented in isolation, but also at the ways in which they intersect and at times, trouble theory due to the multiplicity of an individual's identities. College retention theories, as well as environmental factors in persistence and attainment will be explored. Students will also review and discuss contemporary issues and trends related to providing services to various types of students.

Course Objective:

The purpose of this course is to aid students in looking at student development theory, how it informs practices, and then to go one step further and showcase that beyond an intellectual understanding, one must also look at the greater systems of equity and inclusion to be well informed on the developmental patterns of adolescents and young-adults. Essential to this course is an understanding of how tacit assumptions about individuals, groups, college, learning, development, and growth influence both those who have observed and studied college students. Therefore, this course is not to depict a singular or linear perspective on college student development, but rather to explore the polyvocal, multi-layered, and disparate visions of how scholars have understood the personal and interpersonal effects of the liminal nature of college.

PLO5. Knowledge of relevant research on student development theories.

CAS-Part 3. Student Learning, Development, and Success: Contributions to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.

SLO-660-1: Identify and describe college student development theories, frameworks, models, and best practices.

SLO-660-2: Recognize various student identities and sub-identities.

SLO-660-3: Relate college student development theories to best practices in higher education institutions.

SLO-660-4: Articulate the role of higher education institutions in facilitating student development.

SLO-660-5: Appraise through critical reflection on their own learning, development, and growth in college.

SLO-660-6: Identify and articulate their own worldview paradigm and how it may inform their approach to facilitating student learning, growth, and development.

PLO4- Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-660-7: Recognize the ever changing and multi-faceted characteristics of college students.

SLO-660-8: Articulate an understanding of how various systems of oppression (e.g., racism, sexism, classism, homophobia, ageism, etc.), impact student development and the role of advocacy in higher education.

PLO6. Knowledge and skills to engage in and use research and assessment to improve education programs and practices within higher education.

CAS-Part 4. Assessment: An approach to assessment, including how it is conducted, analyzed, and used; It addresses the key assessment practices for this functional area.

SLO-660-9: Appraise the impact of college experiences on students through current research.

HEA 670 Strategic Partnerships in Academics & Student Affairs:

This course introduces students to concepts and theories that underlie scholarship and frame practice in academic and student affairs and considers the factors that shape the teaching-learning environment. It is an interactive course. It will examine ways academic and student affairs can develop, increase, and provide resources and support to students across multiple departments to engender personal and professional growth. Special emphasis is given to communication and co-curricular opportunities to provide a richer learning experience through the application of classroom learning to real-world environments, i.e., service-learning.

Course Objective:

The purpose of this course is for students to explore the ways in which both academic and student affairs partnerships benefit student development. Specifically, this course provides an opportunity for students to address challenges in creating collaborative initiatives and provides avenues for change. Emphasis is given to service-learning programming.

PLO2- Knowledge of ways to engage in strategic partnerships between academic affairs and student affairs to provide critical support structures for student success.

CAS-Part 2. Program and Service: Outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function's performance.

SLO-670-1: Recognize, criticize, and interpret the barriers that put partnerships between academic and student affairs at risk.

CAS-Part 8. Communication and Collaboration: Identifying key collaborators and partners for the functional area and discusses how the functional area shares information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information sharing.

SLO-670-2: Value the role of co-curricular experiences that enhance and compliment the curriculum while promoting social justice.

SLO-670-3: Recognize the importance of both formal and informal processes in building collaborative partnerships.

SLO-670-4: Design a proposed partnership opportunity between academic and student affairs utilizing a service-learning model.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-670-5: Recognize the significance that academic and student affairs partnerships have on student development, inclusivity, and issues of social justice.

PLO5. Knowledge of relevant research on student development theories.

CAS-Part 3. Student Learning, Development, and Success: Contributions to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.

SLO-670-6: Recognize the importance of making connections for students both in and outside the classroom.

HEA 680 Practical Issues & Challenges in Higher Education:

In this course, students will review issues that have informed best practices in higher education in American society, as well as identify current trends and concerns. This course offers in-depth analysis of prevalent issues affecting institutions of higher education including, but not limited to, federal educational policies, the role of faculty, changes in student populations, the funding of higher education, the changing nature of instructional delivery, and student affordability.

Course Objective:

The purpose of this course is to explore issues and concerns in higher education in order to help students think in new and innovative ways about how create change and advancement. Students are asked to reason outside of their comfort zones and engage in critical thinking as both an individual and class member. By examining the evolving trends and challenges in higher education, students will be better prepared to predict and resolve future issues in higher education.

PLO4- Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-680-1: Identify and explain current and emerging issues of equity, equality, and social justice in higher education.

SLO-680-2: Recognize the changes occurring in student populations.

SLO-680-3: Recognize the ethical issues and dilemmas of higher education.

PLO3. Knowledge of the unique challenges and variations within higher education, including differences in schools by regions of the United States, urban/rural institutions, tribal colleges and universities (TCUs), historically Black colleges and universities (HBCs), and other iterations of higher education institutions.

CAS-Part 8. Communication and Collaboration: Identifies key collaborators and partners for the functional area and discusses how the functional area shares information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information-sharing.

SLO-680-4: Identify who the stakeholders are within the varying forms of higher education institutions and the challenges that impact their abilities to be successful.

PLO1. Knowledge of organizational theory, as well as social and policy issues that critically affect college student success.

CAS-Part 9. Ethics, Law, and Policy: Standards for ethical practice, points to key legal issues and obligations of practitioners, and outlines policies and procedures that are critical to the work of the functional area. This section may identify laws or policies specific to the functional area that should be followed to ensure compliance with institutional policy or with state, provincial, or federal law. This section also addresses required or recommended ethical considerations that are unique to the field.

SLO-680-5: Appraise the nature and causes of public disaffection with higher education and the direct impact that this has on the future of higher education.

CAS-Part 11. Technology: The role of technology in the functional area. It provides insight into the technological needs of the program, ways it is leveraged to engage users, and ongoing management of IT infrastructure.

SLO-680-6: Define the unique challenges that technology brings to the higher education environment.

CAS-Part 10. Financial Resources: How programs and services must or should be funded; financial planning and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.

SLO-680-7: Criticize the changes to state and federal policy on higher education and the implications that these changes have for issues of access, funding, cultural/demographic shifts, and advancement.

SLO-680-8: Judge the impact of resource availability on higher education.

PLO2. Knowledge of ways to engage in strategic partnerships between academic affairs and student affairs to provide critical support structures for student success.

CAS-Part 7. Human Resources: This section covers who is employed by the functional area (including professional and paraprofessional staff and student employees and volunteers). This section discusses employee qualifications or credentials, the functional area's employment practices, and personal training.

SLO-680-9: Interpret the current and evolving roles and responsibilities of faculty.

HEA 685 Special Topics (Social Justice):

Topical courses not offered in regular course rotation – e.g., courses by visiting faculty, courses on timely topics, highly specialized courses responding to unique student demand. The Higher Education Administration program offers Special Topics only occasionally and the selection is different every semester. Special Topics courses do not repeat material presented by regular semester courses.

Course Objective:

Social justice can be defined “as both a goal and process” (Adams, Bell, & Griffin, 2007). The purpose of this course is to help students conceptualize, critique, and recognize social justice as a needed outcome in higher education while also providing an understanding of how their social identities and systems of oppression and/or privilege contribute to the social justice process. This course will focus on research and theories of social justice, multiculturalism, democratic engagement, and facilitation. To move toward an understanding of how we can contribute to the process of social justice, we will engage in dialogue, experiential activities, meaning-making exercises, and practices of self-care in order to elicit discourse in areas of discomfort for maximum learning while also protecting against harm in order to help students think deeply about the dissonance and congruence of social justice in their personal and professional lives and between theory and practice.

PLO4. Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-685-1: Describe how U.S. higher education has—historically and in the present day—both promoted and undermined equity and social justice for various sociocultural groups.

SLO-685-2: Explain how social inequalities shape access to and outcomes of higher education for students in the U.S.

SLO-685-3: Constructively criticize higher education policies and programs at the institutional and governmental levels through a critical lens of equity and social justice.

SLO-685-4: Develop a well-reasoned position regarding the role higher education should play in U.S. society, justified with evidence.

SLO-685-5: Develop possible solutions to address inequity within U.S. higher education at the institutional and state/national policy levels.

SLO-685-6: Recognize and continuously appraise your positionality and social location in educational spaces.

SLO-685-7: Demonstrate the ability to be uncomfortable while acknowledging that discomfort (dissonance) is an important part of the social justice process and learning in general.

HEA 690 Practicum in Higher Education:

This course is intended for master's students in higher education as a complement to their core course requirements and as an opportunity for professional development. The broad purpose of this course is to prepare graduate students for professional practice in various higher education contexts. To achieve this goal, this course is designed to help students to link theoretical current issues and administrative challenges to their own professional development and their work (i.e., practice) in a higher education setting.

Course Objective:

This course is intended to serve as the initial practicum experience for graduate students in Higher Education. During the course, students will explore various organizational theory frameworks as a way to better understand how their practicum experience interacts with the higher education environment, specifically attending to how the organizational theory frameworks help them to accomplish their practicum responsibilities. Furthermore, they will be asked to consider how they might continue to use the organizational theory frameworks, by analyzing organizations through differing lenses, utilizing on of the following opportunities:

- Select an administrative practicum in an area of interest
- Select an experiential practicum focused on preparation for a national or regional conference
- Select a written practicum focused on publication
- Select a personalized practicum with their faculty advisor

PLO2- Knowledge of ways to engage in strategic partnerships between academic affairs and student affairs to provide critical support structures for student success.

CAS-Part 2. Program and Services: Explains how the functional area is structured and what it does. It further outlines programs, services, and/or resources provided by the functional area, including pivotal aspects of the function's performance.

SLO-690-1: Connect academic experiences to practice within the field of higher education.

CAS-Part 8. Communication and Collaboration: Identifies key collaborators and partners for the functional area and discusses how the functional area shares

information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information-sharing.

SLO-690-2: Compare their individual practicum experiences with those of their colleagues.

PLO4. Knowledge of organization, culture, diversity, and the history of higher education.

CAS-Part 5. Access, Equity, Diversity, and Inclusion: Advancement and maintenance of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

SLO-690-3: Relate classroom-based learning to an actual higher education setting utilizing a critical lens that is reflective of the principles of social justice –access, equity, participation, and rights.

PLO6. Knowledge and skills to engage in and use research and assessment to improve education programs and practices within higher education.

CAS-Part 4. Assessment: An approach to assessment, including how it is conducted, analyzed, and used; It addresses the key assessment practices for this functional area.

SLO-690-4: Illustrate their abilities to contribute to the field of higher education through experience, research, presentation, and/or a new innovative method of professional development.

PLO1. Knowledge of organizational theory, as well as social and policy issues that critically affect college student success.

CAS-Part 6. Leadership, Management, and Supervision: Responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area. It may address initiatives that are key to the functional area's success, which leaders must or should advocate on behalf of for their programs.

SLO-690-5: Value organizations use of multiple lenses or theoretical perspectives.

SLO-690-6: Define reflective leadership as administrators and practitioners utilizing a theory to practice design.

HEA 699 Thesis Research:

Students work on a supervised, sustained research project to produce a thesis in fulfillment of the MS in Higher Education Administration. Requires approval of the program administrator.

Course Objective:

The purpose of a thesis research course is to enable a student to develop deeper knowledge, understanding, capabilities and attitudes in the context of their program of study. The thesis should be written during the last two consecutive semesters of the program. The course offers the opportunity for students to delve more deeply into and synthesize knowledge acquired in previous studies. A thesis for a Master of Science in Higher Education Administration should place emphasis on the student's abilities to display knowledge and capability required for independent work within the subject matter.

PLO6- Knowledge and skills to engage in and use research and assessment to improve education programs and practices within higher education.

CAS-Part 4. Assessment: An approach to assessment, including how it is conducted, analyzed, and used; It addresses the key assessment practices for this functional area.

SLO-699-1: Identify a researchable topic.

SLO-699-2: Develop a workable timeline for completion of the research process.

SLO-699-3: Develop a thorough theoretical framework and literature review.

SLO-699-4: Identify a research design that demonstrates an awareness of research obligations, ethical obligations, scientific method, literary merit and craft, and academic standards of Higher Education.

SLO-699-5: Clearly articulate one's research question(s), problem to be addressed, purpose of the research, and research design, in written and oral forms to faculty, mentors, and peers.

SLO-699-6: Evaluate pertinent literature that aids in situating the research project within the field.

SLO-699-7: Design, conduct, gather, and execute a meaningful research project that integrates critical thinking and utilizes specific knowledge and skills acquired from your graduate coursework.

SLO-699-8: Demonstrate an awareness of research obligations, ethical obligations, scientific method, literary merit and craft, and academic standards of Higher Education.

SLO-699-9: Articulate research or project objectives clearly; situate research within an academic or scholarly context; state claims and evidence clearly; assess validity of claims, evidence, outcomes, and results.

SLO-699-10: Organize one's research work clearly in the form of a formal, scholarly, multi-chapter thesis manuscript with the required elements (abstract, table of contents, etc.) as specified by the program and Graduate School.

SLO-699-11: Cite works used in a manner consistent with the current APA standards.

SLO-699-12: Describe your master's research clearly and succinctly, in written and oral forms to faculty, mentors, and peers.

Program at a Glance

HEA Program @ UAB

Effective Fall 2021

Course	Degree	Course Objectives	PLO-CAS-SLO Alignment	Assignments	LOAs	Required Materials
Fall - Year One						
HEA 600 Administration of Higher Education	MS - NT/PT MS - NT/FT MS - T/PT MS - T/FT GC	The purpose of this course is to introduce students to the governance, structure, and management of higher education institutions. Different institution types (community colleges, colleges, universities, for-profit institutions) will be discussed in order for students to begin to understand how operating models differ among institutions. In addition, students will become familiar with the Carnegie classification system for higher education and pertinent journals related to the administration of higher education.	PLO4/CAS-5/SLO600-1 PLO1/CAS-5/SLO600-2 PLO1/CAS-6/SLO600-3 PLO1/CAS-6/SLO600-4 PLO1/CAS-6/SLO600-5 PLO1/CAS-10/SLO600-6 PLO1/CAS-11/SLO600-7 PLO3/CAS-6/SLO600-8 PLO3/CAS-12/SLO600-9 PLO3/CAS-7/SLO600-10	1. Class Participation 2. Current Events Discussion Leader 3. Student's Choice 4. Shaping Higher Education Project *	Asgmt. 4 (PLO 3)	Powers & Schloss (2017) APA 7 Ed. Manual (2019)
HEA 610 History of Higher Education	MS - NT/PT MS - NT/FT MS - T/PT MS - T/FT GC	The course is designed to provide individuals interested in a career in higher education grounding in the development of higher education in the U.S. The overarching concern of the course is to help students understand how the development of higher education in the United States affects and is a part of modern colleges and universities. In addition, this course helps students to recognize the unique growth and challenges of the American system of higher education based on its historical origins and the ever growing and changing needs of society.	PLO4/CAS-5/SLO610-1 PLO3/CAS-1/SLO610-2 PLO3/CAS-1/SLO610-3 PLO3/CAS-1/SLO610-4 PLO2/CAS-2/SLO610-5 PLO1/CAS-10/SLO610-6	1. Course Participation 2. Short Current Event Review Paper 3. Group Era Presentation 4. Historical Act/Policy Analysis Paper* 5. U.S. Higher Education Significant Event Timeline 6. Final Reflection Paper	Asgmt.4 (PLO4)	Thelin (2019)
EPR 594 Introduction to Educational Research Design	MS - NT/FT MS - T/FT					
Spring - Year One						
HEA 620 Access & Equity in Higher Education	MS - NT/PT MS - NT/FT MS - T/PT MS - T/FT GC	The purpose of this course is to understand the individual and organizational issues of diversity and multiculturalism in U.S. higher education. A broad definition of diversity will capture the range of populations served by higher education. It specifically addresses access and equity issues related to an array of marginalized populations, as well as issues related to socioeconomic status.	PLO4/CAS-5/SLO620-1 PLO4/CAS-5/SLO620-2 PLO4/CAS-5/SLO620-3 PLO4/CAS-5/SLO620-4 PLO4/CAS-5/SLO620-5 PLO4/CAS-5/SLO620-6 PLO4/CAS-5/SLO620-7 PLO4/CAS-5/SLO620-8	1. Course Participation 2. Article Critique I 3. Current Issues Paper 4. Article Critique II 5. Group Presentation 6. Interview 7. Final Literature Research Topic Paper*	Asgmt. 7 (PLO 4)	Delgado & Stefancic (2017) Santamaria & Santamaria (2016) Tuit, Haynes, & Stewart (2016) (Other readings may be assigned)
HEA 630 Higher Education Law	MS - NT/PT MS - NT/FT MS - T/PT	This course is a Graduate School of Education class; it is not a law school class. It is designed to provide students with an awareness of the legal issues that arise in higher education.	PLO1/CAS-9/SLO630-1 PLO1/CAS-9/SLO630-2 PLO1/CAS-9/SLO630-3	1. Course Participation 2. Case Brief 3. Interview with a	Asgmt. 5 (PLO 1)	Kaplin & Lee (2020) Lake (2011)

	MS - T/FT (GC)	The course is not designed to provide legal training or advice. The instructor for the class may not be an attorney.	PLO1/CAS-9/SLO630-4 PLO1/CAS-9/SLO630-5 PLO4/CAS-5/SLO630-6 PLO4/CAS-5/SLO630-7	Senior Administrator 4. Student Activism/Free Speech Current Event 5. Poster/Paper Project*		ACPA. (n.d.). Statement of ethical principles and standards.
HEA 650 Assessment & Evaluation in Higher Education	MS - NT/FT	The purpose of this course is to assist current and future higher education administrators in discovering answers to such questions as why assessment is important in higher education; what challenges they will face; what the variables are; how to select methods and approaches and how to use results. Conceptual discovery transitions into skills through designing an evaluability assessment plan and assessment design plan.	PLO6/CAS-4/SLO650-1 PLO6/CAS-4/SLO650-2 PLO6/CAS-4/SLO650-3 PLO6/CAS-4/SLO650-4 PLO6/CAS-4/SLO650-5 PLO6/CAS-4/SLO650-6 PLO6/CAS-4/SLO650-7 PLO6/CAS-4/SLO650-8 PLO6/CAS-4/SLO650-9 PLO4/CAS-5/SLO650-10 PLO4/CAS-5/SLO650-11	1. Course Participation 2. Signed Stakeholder Agreement & Evaluability Assessment 3. Program Evaluation Journal Article 4. Evaluability Assessment 5. Assessment Design Plan 6. Final Assessment Project* 7. Assessment Presentation	Asgmt. 6 (PLO 6)	Mertens & Wilson (2019) Keeling, Underhile, Wall, & Dungy, (2008)
EPR 596 Introduction to Qualitative Methods	(MS - T/FT)					
EPR 608 Statistical Methods and Action Research	(MS - T/FT)					
Summer - Year One						
HEA 640 Organization, Leadership, and Change	MS - NT/PT MS - NT/FT MS - T/PT MS - T/FT (GC)	The purpose of this course is to provide an overview of the organization and leadership of higher education. It examines the organization at institution and unit levels, addresses organizational culture and behavior, as well as management and leadership. In addition, the course will focus on contemporary issues in higher education and their impact on society.	PLO1/CAS-6/SLO640-1 PLO1/CAS-6/SLO640-2 PLO1/CAS-6/SLO640-3 PLO1/CAS-6/SLO640-4 PLO1/CAS-6/SLO640-5 PLO4/CAS-5/SLO640-6 PLO4/CAS-5/SLO640-7	1. Course Participation 2. Team Case Studies 3. Article Critique 4. Interview a Person in Leadership 5. Problem of Practice*	Asgmt.5 (PLO 1)	Bess & Dee (2012) Volume I Bess & Dee (2012) Volume II Stefani. & Blessinger (2018)
HEA 660 College Student Development	MS - NT/FT MS - T/FT (GC)	The purpose of this course is to aid students in looking at student development theory, how it informs practices, and then to go one step further and showcase that beyond an intellectual understanding, one must also look at the greater systems of equity and inclusion to be well informed on the developmental patterns of adolescents and young-adults. Essential to this course is an understanding of how tacit assumptions about individuals, groups, college, learning, development, and growth influence both those who have observed and studied college students. Therefore, this course is not to depict a singular or linear perspective on college student development, but rather to explore the polyvocal, multi-layered, and disparate visions of how scholars have understood the personal and interpersonal	PLO5/CAS-3/SLO660-1 PLO5/CAS-3/SLO660-2 PLO5/CAS-3/SLO660-3 PLO5/CAS-3/SLO660-4 PLO5/CAS-3/SLO660-5 PLO5/CAS-3/SLO660-6 PLO4/CAS-5/SLO660-7 PLO4/CAS-5/SLO660-8 PLO6/CAS-4/SLO660-9	1. Course Participation 2. Personal Theories & Hunches 3. Interview with a Practioner 4. Student Stories and Analyses Project* 5. Reflection Paper	Asgmt. 4 (PLO 5)	Abes, Jones, & Stewart (2019) Patton, Renn, Guido, & Quaye, (2016) .

		effects of the liminal nature of college.				
HEA 670 Strategic Partnerships in Academic & Student Affairs	MS - NT/PT MS - NT/FT MS - T/PT MS - T/FT (GC)	The purpose of this course is for students to explore the ways in which both academic and student affairs partnerships benefit student development. Specifically, this course provides an opportunity for students to address challenges in creating collaborative initiatives and provides avenues for change. Emphasis is given to service-learning programming.	PLO2/CAS-2/SLO670-1 PLO2/CAS-8/SLO670-2 PLO2/CAS-8/SLO670-3 PLO2/CAS-8/SLO670-4 PLO2/CAS-5/SLO670-5 PLO5/CAS-3/SLO670-6	1. Course Participation 2. Critical Reflective Journal 3. Service-Learning Activity 4. Collaborative Partnership Service-Learning Program Plan*	Asgmt. 4 (PLO 2)	Jacoby (2015) (Other readings may be assigned)
Fall - Year Two						
EPR 594 Introduction to Educational Research Design	MS - NT/PT MS - T/PT					
HEA 680 Practical Issues & Challenges in Higher Education Administration	MS - NT/FT (GC)	The purpose of this course is to explore issues and concerns in higher education in order to help students think in new and innovative ways about how create change and advancement. Students are asked to reason outside of their comfort zones and engage in critical thinking as both an individual and class member. By examining the evolving trends and challenges in higher education, students will be better prepared to predict and resolve future issues in higher education.	PLO4/CAS-5/SLO680-1 PLO4/CAS-5/SLO680-2 PLO4/CAS-5/SLO680-3 PLO3/CAS-8/SLO680-4 PLO1/CAS-9/SLO680-5 PLO1/CAS-11/SLO680-6 PLO1/CAS-10/SLO680-7 PLO1/CAS-10/SLO680-8 PLO2/CAS-7/SLO680-9	1. Course Participation 2. Article Critique 3. Group Case Study Review 4. Higher Education Challenge Paper* 5. Self-Reflection	Asgmt. 4 (PLO 3)	Bastedo, Altbach, & Gumpert, (2016) . Vedder (2019)
HEA 685 Special Topic: Social Justice (Topics will vary)	(MS - NT/PT) (MS - NT/FT) (MS - T/PT) (MS - T/FT) (GC)	Will vary by topic. Example: Social justice can be defined "as both a goal and process" (Adams, Bell, & Griffin, 2007). The purpose of this course is to help students conceptualize, critique, and recognize social justice as a needed outcome in higher education while also providing an understanding of how their social identities and systems of oppression and/or privilege contribute to the social justice process. This course will focus on research and theories of social justice, multiculturalism, democratic engagement, and facilitation. To move toward an understanding of how we can contribute to the process of social justice, we will engage in dialogue, experiential activities, meaning-making exercises, and practices of self-care in order to elicit discourse in areas of discomfort for maximum learning while also protecting against harm in order to help students think deeply about the dissonance and congruence of social justice in their personal and professional lives and between theory and practice.	PLO4/CAS-5/SLO685-1 PLO4/CAS-5/SLO685-2 PLO4/CAS-5/SLO685-3 PLO4/CAS-5/SLO685-4 PLO4/CAS-5/SLO685-5 PLO4/CAS-5/SLO685-6 PLO4/CAS-5/SLO685-7	Will vary by topic. 1. Course Participation 2. Personal Understanding of Diversity & Social Justice Paper 3. Hot Topic Headlines Analysis Presentation 4. Book Review* 5. Final Reflection Paper	Asgmt. 4 (PLO 6)	Will vary by topic. Blumenfeld (2019) Gause (2017)
EDF 620 Culture & American Education: Race, Class, & Gender	(MS - NT/PT) (MS - NT/FT) (MS - T/PT) (MS - T/FT)					

EDF 602 Critical Social Issues in American Education	(MS - NT/PT) (MS - NT/FT) (MS - T/PT) (MS - T/FT)					
CHHS 612 Student Health & Well-Being in Higher Education	(MS - NT/PT) (MS - NT/FT) (MS - T/PT) (MS - T/FT)					
HEA 690 Practicum in Higher Education	MS - NT/FT	<p>This course is intended to serve as the initial practicum experience for graduate students in Higher Education. During the course, students will explore various organizational theory frameworks as a way to better understand how their practicum experience interacts with the higher education environment, specifically attending to how the organizational theory frameworks help them to accomplish their practicum responsibilities. Furthermore, they will be asked to consider how they might continue to use the organizational theory frameworks, by analyzing organizations through differing lenses, utilizing on of the following opportunities:</p> <ul style="list-style-type: none"> • Select an administrative practicum in an area of interest • Select an experiential practicum focused on preparation for a national or regional conference • Select a written practicum focused on publication • Select a personalized practicum with their faculty advisor 	PLO2/CAS-2/SLO690-1 PLO2/CAS-8/SLO690-2 PLO4/CAS-5/SLO690-3 PLO6/CAS-4/SLO690-4 PLO1/CAS-6/SLO690-5 PLO1/CAS-6/SLO690-6	1. Course Participation 2. Practicum Option 1-4	Asgmt. 2 (PLO 6)	Will vary by practicum option selection.
HEA 699 Thesis Research	MS - T/PT	<p>The purpose of a thesis research course is to enable a student to develop deeper knowledge, understanding, capabilities and attitudes in the context of their program of study. The thesis should be written during the last two consecutive semesters of the program. The course offers the opportunity for students to delve more deeply into and synthesize knowledge acquired in previous studies. A thesis for a Master of Science in Higher Education Administration should place emphasis on the student's abilities to display knowledge and capability required for independent work within the subject matter.</p>	PLO6/CAS-4/SLO699-1 PLO6/CAS-4/SLO699-2 PLO6/CAS-4/SLO699-3 PLO6/CAS-4/SLO699-4 PLO6/CAS-4/SLO699-5 PLO6/CAS-4/SLO699-6 PLO6/CAS-4/SLO699-7 PLO6/CAS-4/SLO699-8 PLO6/CAS-4/SLO699-9 PLO6/CAS-4/SLO699-10 PLO6/CAS-4/SLO699-11 PLO6/CAS-4/SLO699-12	1. Thesis Completion	Defense (PLO 6)	Bui (2020)
Spring - Year Two						
HEA 650 Assessment6 & Evaluation in Higher Education	MS - NT/FT	<p>The purpose of this course is to assist current and future higher education administrators in discovering answers to such questions as why assessment is important in higher education; what the challenges they will face; what the variables are; how to select methods and approaches and how to use results. Conceptual discovery transitions into skills through designing an evaluability assessment plan and assessment design plan.</p>	PLO6/CAS-4/SLO650-1 PLO6/CAS-4/SLO650-2 PLO6/CAS-4/SLO650-3 PLO6/CAS-4/SLO650-4 PLO6/CAS-4/SLO650-5 PLO6/CAS-4/SLO650-6 PLO6/CAS-4/SLO650-7 PLO6/CAS-4/SLO650-8 PLO6/CAS-4/SLO650-9 PLO4/CAS-5/SLO650-10 PLO4/CAS-5/SLO650-11	1. Course Participation 2. Signed Stakeholder Agreement & Evaluability Assessment 3. Program Evaluation Journal Article 4. Evaluability Assessment 5. Assessment Design Plan 6. Final Assessment	Asgmt. 6 (PLO 6)	Mertens & Wilson (2019) Keeling, Underhile, Wall, & Dungy, (2008)

				Project* 7. Assessment Presentation		
HEA 660 College Student Development	MS - NT/FT MS - T/FT (GC)	The purpose of this course is to aid students in looking at student development theory, how it informs practices, and then to go one step further and showcase that beyond an intellectual understanding, one must also look at the greater systems of equity and inclusion to be well informed on the developmental patterns of adolescents and young-adults. Essential to this course is an understanding of how tacit assumptions about individuals, groups, college, learning, development, and growth influence both those who have observed and studied college students. Therefore, this course is not to depict a singular or linear perspective on college student development, but rather to explore the polyvocal, multi-layered, and disparate visions of how scholars have understood the personal and interpersonal effects of the liminal nature of college.	PLO5/CAS-3/SLO660-1 PLO5/CAS-3/SLO660-2 PLO5/CAS-3/SLO660-3 PLO5/CAS-3/SLO660-4 PLO5/CAS-3/SLO660-5 PLO5/CAS-3/SLO660-6 PLO4/CAS-5/SLO660-7 PLO4/CAS-5/SLO660-8 PLO6/CAS-4/SLO660-9	1. Course Participation 2. Personal Theories & Hunches 3. Interview with a Practitioner 4. Student Stories and Analyses Project* 5. Reflection Paper	Asgmt. 4 (PLO 5)	Abes, Jones, & Stewart (2019) Patton, Renn, Guido, & Quaye, (2016)
EPR 596 Introduction to Qualitative Methods	(MS - T/PT)					
EPR 608 Statistical Methods and Action Research	(MS - T/PT)					
HEA 699 Thesis Research	MS - T/PT	The purpose of a thesis research course is to enable a student to develop deeper knowledge, understanding, capabilities and attitudes in the context of their program of study. The thesis should be written during the last two consecutive semesters of the program. The course offers the opportunity for students to delve more deeply into and synthesize knowledge acquired in previous studies. A thesis for a Master of Science in Higher Education Administration should place emphasis on the student's abilities to display knowledge and capability required for independent work within the subject matter.	PLO6/CAS-4/SLO699-1 PLO6/CAS-4/SLO699-2 PLO6/CAS-4/SLO699-3 PLO6/CAS-4/SLO699-4 PLO6/CAS-4/SLO699-5 PLO6/CAS-4/SLO699-6 PLO6/CAS-4/SLO699-7 PLO6/CAS-4/SLO699-8 PLO6/CAS-4/SLO699-9 PLO6/CAS-4/SLO699-10 PLO6/CAS-4/SLO699-11 PLO6/CAS-4/SLO699-12	1.Thesis Completion	Defense (PLO 6)	Bui (2020)
Summer - Year Two						
HEA 680 Practical Issues & Challenges in Higher Education Administration	MS - NT/FT (GC)	The purpose of this course is to explore issues and concerns in higher education in order to help students think in new and innovative ways about how create change and advancement. Students are asked to reason outside of their comfort zones and engage in critical thinking as both an individual and class member. By examining the evolving trends and challenges in higher education, students will be better prepared to predict and resolve future issues in higher education.	PLO4/CAS-5/SLO680-1 PLO4/CAS-5/SLO680-2 PLO4/CAS-5/SLO680-3 PLO4/CAS-3/SLO680-4 PLO4/CAS-9/SLO680-5 PLO1/CAS-11/SLO680-6 PLO1/CAS-10/SLO680-7 PLO1/CAS-10/SLO680-8 PLO2/CAS-7/SLO680-9	1. Course Participation 2. Article Critique 3. Group Case Study Review 4. Higher Education Challenge Paper* 5. Self-Reflection	Asgmt. 4 (PLO 3)	Bastedo, Altbach, & Gumpert, (2016) . Vedder (2019)

HEA 690 Practicum in Higher Education	MS - NT/FT	<p>This course is intended to serve as the initial practicum experience for graduate students in Higher Education. During the course, students will explore various organizational theory frameworks as a way to better understand how their practicum experience interacts with the higher education environment, specifically attending to how the organizational theory frameworks help them to accomplish their practicum responsibilities. Furthermore, they will be asked to consider how they might continue to use the organizational theory frameworks, by analyzing organizations through differing lenses, utilizing one of the following opportunities:</p> <ul style="list-style-type: none"> • Select an administrative practicum in an area of interest • Select an experiential practicum focused on preparation for a national or regional conference • Select a written practicum focused on publication • Select a personalized practicum with their faculty advisor 	PLO2/CAS-2/SLO690-1 PLO2/CAS-8/SLO690-2 PLO4/CAS-5/SLO690-3 PLO6/CAS-4/SLO690-4 PLO1/CAS-6/SLO690-5 PLO1/CAS-6/SLO690-6	1. Course Participation 2. Practicum Option 1-4*	Asgmt. 2 (PLO 6)	Will vary based on selected practicum option.
HEA 699 Thesis Research	MS - T/PT	<p>The purpose of a thesis research course is to enable a student to develop deeper knowledge, understanding, capabilities and attitudes in the context of their program of study. The thesis should be written during the last two consecutive semesters of the program. The course offers the opportunity for students to delve more deeply into and synthesize knowledge acquired in previous studies. A thesis for a Master of Science in Higher Education Administration should place emphasis on the student's abilities to display knowledge and capability required for independent work within the subject matter.</p>	PLO6/CAS-4/SLO699-1 PLO6/CAS-4/SLO699-2 PLO6/CAS-4/SLO699-3 PLO6/CAS-4/SLO699-4 PLO6/CAS-4/SLO699-5 PLO6/CAS-4/SLO699-6 PLO6/CAS-4/SLO699-7 PLO6/CAS-4/SLO699-8 PLO6/CAS-4/SLO699-9 PLO6/CAS-4/SLO699-10 PLO6/CAS-4/SLO699-11 PLO6/CAS-4/SLO699-12	1. Thesis Completion	Defense (PLO 6)	Bui (2020)
Fall - Year Three						
HEA 699 Thesis Research	MS - T/PT	<p>The purpose of a thesis research course is to enable a student to develop deeper knowledge, understanding, capabilities and attitudes in the context of their program of study. The thesis should be written during the last two consecutive semesters of the program. The course offers the opportunity for students to delve more deeply into and synthesize knowledge acquired in previous studies. A thesis for a Master of Science in Higher Education Administration should place emphasis on the student's abilities to display knowledge and capability required for independent work within the subject matter.</p>	PLO6/CAS-4/SLO699-1 PLO6/CAS-4/SLO699-2 PLO6/CAS-4/SLO699-3 PLO6/CAS-4/SLO699-4 PLO6/CAS-4/SLO699-5 PLO6/CAS-4/SLO699-6 PLO6/CAS-4/SLO699-7 PLO6/CAS-4/SLO699-8 PLO6/CAS-4/SLO699-9 PLO6/CAS-4/SLO699-10 PLO6/CAS-4/SLO699-11 PLO6/CAS-4/SLO699-12	1. Thesis Completion	Defense (PLO 6)	Bui (2020)

* All classes require the 7th Edition APA Publication Manual