NC STATE UNIVERSITY College of Education

Higher Education Program

Student Handbook

2017-2018

Updated August 1, 2017

Table of Contents

Note: This Student Handbook is provided as a guide for students in the Higher Education Program at NC State and should be consulted in conjunction with official University policies. The information provided herein strives to be as accurate as possible as of August 14, 2017, but information may change in the course of the year, thus making some information inaccurate or outdated. Please refer to the College of Education website at http://ced.ncsu.edu for the most up-to-date information. It is the responsibility of ALL graduate students to know and understand their degree requirements.

This Student Handbook is a complement to the NC State Graduate Handbook, which is a resource for all graduate students at the University. The NC State Graduate Handbook provides an overview of Graduate School functions and resources, as well as the rules, regulations, and procedures administered by the Graduate School. This Student Handbook is also a complement to the ELPHD Program Handbook, which is a resource specifically designed for Ph.D. students in the Department of ELPHD. NC State also lists all official policies, regulations, and rules (PRRs) on the University's PRR website.
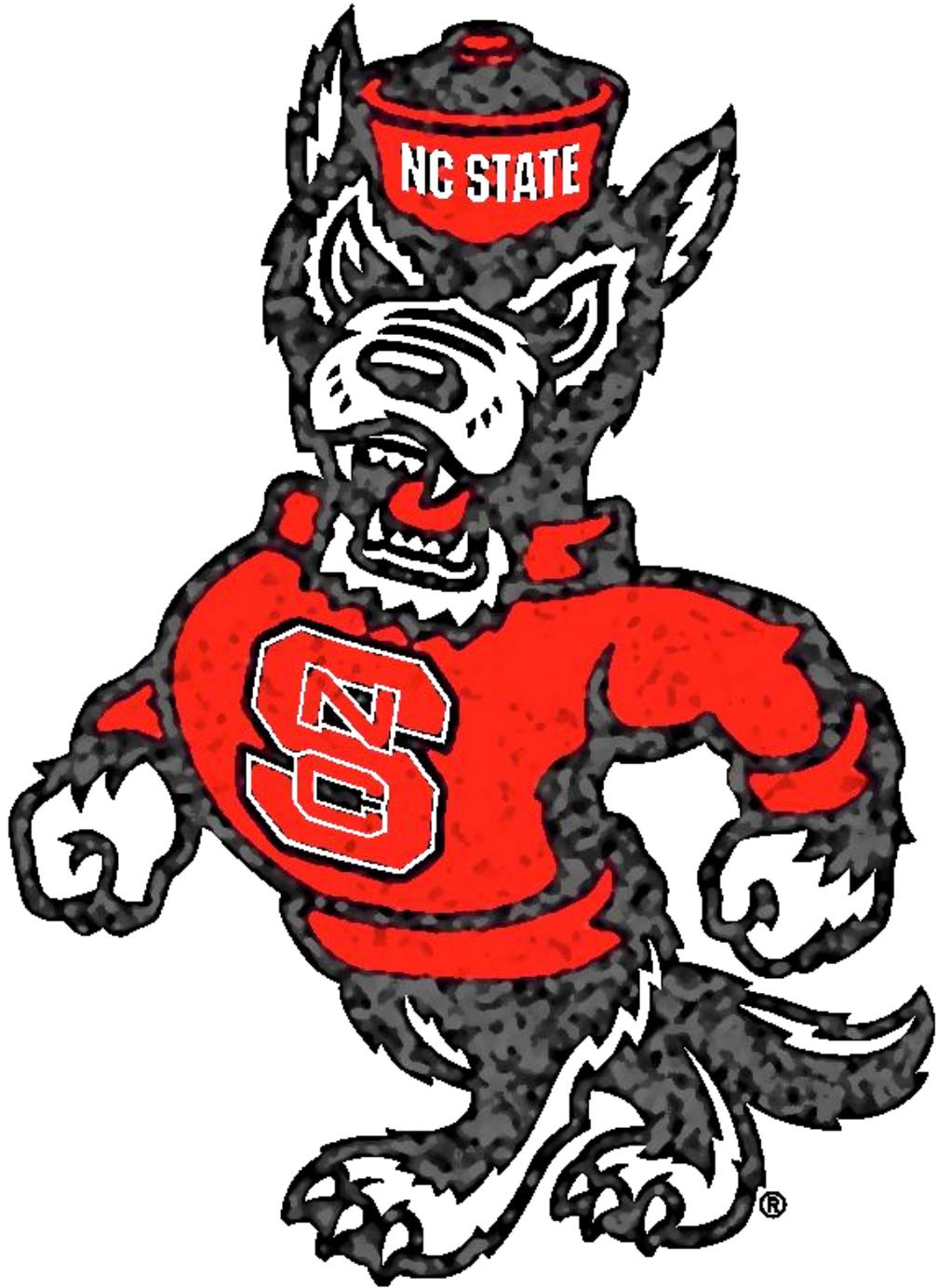
INTRODUCTION

Our Institution

Mission
As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

Vision
NC State University will emerge as a preeminent technological research university recognized around the globe for its innovative education and research addressing the grand challenges of society.

Core Values
Consonant with our history, mission, and vision, NC State University affirms these core values:

- Integrity --- in the pursuit, creation, application, and dissemination of knowledge
- Freedom --- of thought and expression
- Respect --- for cultural and intellectual diversity
- Responsibility --- for individual actions and service to society
- Stewardship --- in sustaining economic and natural resources
- Excellence --- in all endeavors

Our College

The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

Think and Do
At NC State, ideas become solutions. We unite bold thought with purposeful action and use the results to overcome society's grand challenges. It is a place where we urge faculty, staff, and students to 'Think and Do.' It is this experiential education that ensures graduates leave us ready to lead the workforce, be change agents, and confident in the knowledge that NC State consistently rates as one of the best values in higher education. Our core mission is to impact education at all levels. The College's programs emphasize real world experience through original research opportunities, comprehensive extension and engagement activities, and partnerships with governments, industry and other universities.

Our Department

The Department of Educational Leadership, Policy, and Human Development generates knowledge that informs policy and practice and prepares effective educational leaders to advance equity and improve learner success.

Our Program

Overview

The NC State Higher Education Program provides exceptional opportunities for students interested in higher education administration to explore a core body of knowledge, gain real-world professional experience, and pursue advanced study. Program content is informed by relevant theory, scholarly research and best practice in the fields of higher education and student affairs. In addition, the program links theoretical foundations of higher education leadership and administration to practical application of skills. Individuals completing a master's or doctoral program of study will develop the professional expertise required for entry or advancement in colleges and universities, governmental agencies, and public service organizations.

Distinctive characteristics of the program include:

- Diverse students and faculty representing a variety of backgrounds, research interests, and professional experiences
- A commitment to developing leaders who advocate for social justice in education and society
- Access to multiple institutional types in the Raleigh/Durham/Chapel Hill area that provide an array of contexts for learning and professional development through graduate assistantships and internships

Mission and Core Values

The Higher Education Program prepares leaders who are well versed in theory and research in the field and equipped to serve as scholar practitioners in a variety of roles (e.g., faculty, researchers, policy-makers, administrators) and higher education contexts. As a scholarly community, we value:

Advancing theoretical and empirical knowledge

We are committed to deepening our students' understanding of theoretical perspectives and frameworks, current research, and innovative methodological approaches within the field of higher education. We encourage interdisciplinarity, quality research design, the highest ethical standards, and research that inspires and informs policy and practice. Our scholarly community seeks to contribute to and advance knowledge in meaningful ways, both collaboratively and independently.

Engaging in effective educational practice

Through coursework, graduate assistantships, and professional development, we seek to develop skilled higher education administrators who excel in:

- Understanding prevailing issues and problems in higher education and applying knowledge within the local campus context
- Supervising and mentoring staff
- Informing policy and guiding change within their institutions
- Advising, teaching, supporting, and challenging students

3

- Planning and assessing programs and initiatives
- Building partnerships within and beyond campus
- Establishing and managing budgets
- Responding to crises and challenges on campus
- Developing a vision for their leadership and plan for professional development

Advocating for social justice in higher education and society

Given that fostering access, equity, and inclusion are central to effective leadership in education, our program develops in our students a commitment to understanding, appreciating, and engaging diversity and advocating for social justice within and beyond higher education. Our intent is to help students move beyond merely *knowing about* diversity in higher education; we expect them to *act* on their knowledge by identifying areas where they want to make a difference and working for change as scholars and leaders in the field. Below are a few of the ways our program embraces and promotes diversity:

- Issues of diversity and multiculturalism are infused in meaningful ways throughout core and elective courses.
- Students in the M.Ed. program participate in a required, common diversity course, EAC 595: Diversity in Higher Education. Although students are required to take only one course, students have many diversity-focused electives available to them including Spirituality in Higher Education, Gender Issues in Adult and Higher Education, and International Higher Education, among others.
- The Foundations of Higher Education and Student Affairs course, a first-semester requirement for all master's students, incorporates a service-learning partnership with NC State's TRiO Programs.
- Students participate in internship and assistantship experiences across a variety of institutional types that serve the needs of diverse populations, including minority-serving institutions, community colleges, and women's institutions.
- Program faculty affirmatively recruit students from underrepresented racial/ethnic populations through an annual campus visitation program, the PREP Program.

Ethical Standards and Professional Practice

All members of the Higher Education Program community at NC State are called upon to uphold the ethical standards and principles set forth by leading professional associations in our field. In our collective work as scholars, educators, and professionals, we abide by the following ethical codes of conduct:

ACPA Statement of Ethical Principles and Standards

CAS Statement of Shared Ethical Principles

NASPA Standards of Professional Practice

Accessibility

NC State is committed to providing all students with equal access to educational programs, services and activities. Explore the Disability Services Office to find information on receiving accommodations and services at NC State University. Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic) are invited to contact the Disability Service Office to arrange a confidential discussion at (919) 515-7653 or disability@ncsu.edu.

Higher Education Faculty

Mary Ann Danowitz
208D Poe Hall
mdanowi@ncsu.edu

Mary Ann Danowitz is Dean of the College of Education and Professor of Higher Education. Before coming to NC State, she was a senior research fellow at the Management Department of the Vienna University of Economics and Business in Austria, studying Ph.D. students' experiences in new doctoral programs under the Bologna Process. Dr. Danowitz has held faculty and administrative positions at the University of Denver, Ohio State University, the College of William and Mary, and Penn State University. She was a Fulbright Scholar in Austria and Indonesia, and has taught and conducted research in Australia, England, Germany, Hungary, and Malaysia. She holds an Ed.D. in Higher Education from Penn State University.

The focus of Dr. Danowitz's research is gender, diversity, and equity in the areas of leadership, governance, management, organizational change, and careers, particularly regarding the higher education sector in the United States and Europe. Dr. Danowitz's publications include more than 110 articles, book chapters, and academic papers, as well as five books and monographs. Her most recent book is *Diversity in Organizations: Concepts and Practices* (Palgrave-MacMillan, 2012).

Joy Gaston Gayles
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Joy Gaston Gayles is Associate Professor of Higher Education in the Department of Educational Leadership, Policy, and Human Development. Her research focuses on student access, success, and outcomes of undergraduate education, most notably for student athletes and women and underrepresented minorities (URM) in STEM majors. More broadly, diversity and equity are themes that run throughout Dr. Gayles' research agenda. She received a grant from the Association for Institutional Research (AIR) to study factors that impact degree completion for women and URM in STEM, and is currently working on a funded project to examine non-cognitive factors (e.g., self-efficacy, motivation, and sense of belonging) in relation to student success. Prior to her time at NC State, Dr. Gayles was an assistant professor of higher education at Florida State University. She earned her Ph.D. in Higher Education Administration from The Ohio State University.

Dr. Gayles' work has been published in outlets such as the *Journal of Higher Education, Research in Higher Education,* the *Journal of College Student Development*, and *Innovative Higher Education*. She received the Diamond Honoree Award in 2014 from ACPA – College Student Educators International for her outstanding contributions to higher education and student affairs, and serves on the editorial board for the *Journal of College Student Development* (JCSD) and the *Journal of Student Affairs Research and Practice* (JSARP).

Audrey J. Jaeger
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Audrey J. Jaeger is Professor of Higher Education, Alumni Distinguished Graduate Professor, and Executive Director of the National Initiative for Leadership and Institutional Effectiveness in the Department of Educational Leadership, Policy, and Human Development. She teaches courses in organizational theory, foundations of research and scholarship, governance of higher education, and student affairs. Before joining the faculty at NC State, Dr. Jaeger worked in higher education administration at New York University's Robert F. Wagner School of Public Service and at Bucknell University. She was also an adjunct professor at Baruch College (CUNY). Dr. Jaeger's professional experiences include both academic and student affairs positions. She received her Ph.D. in Higher Education from New York University.

Dr. Jaeger's research examines relationships and experiences among faculty and students that illuminate issues of transition, access, climate, agency, and civic and community engagement. She focuses on issues of access and success of underrepresented students and faculty. Dr. Jaeger's research has been published in journals such as the *Journal of Higher Education*, *Research in Higher Education*, *Educational Policy*, *Journal of College Student Development*, *Community College Review*, and several others. She is currently the Associate Editor of *Research in Higher Education* and sits on the editorial Board of the *Journal of Higher Education*. Dr. Jaeger has been honored with national awards, including the ASHE Mentor Award, NASPA Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member, and the National Panhellenic Conference Women in Higher Education Achievement Award.

Stephen Porter
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Stephen R. Porter is Professor of Higher Education in the Department of Educational Leadership, Policy, and Human Development, where he teaches courses in educational statistics, causal inference with

observational data, and survey research methods. He received his Ph.D. in Political Science from the University of Rochester, with a concentration in econometrics. Prior to his faculty positions at North Carolina State and Iowa State University, he spent nine years in higher education administration in the field of institutional research, working first at the University of Maryland, College Park, and most recently as Director of Institutional Research at Wesleyan University in Connecticut.

Dr. Porter's current research focuses on student success, with an emphasis on quasi-experimental methods for program evaluation, and survey methods, particularly the validity of college student survey questions. His research has appeared in journals such as *Economics of Education Review, Industrial and Labor Relations Review, Journal of Higher Education*, *Research in Higher Education*, and *Review of Higher Education*. He is PI or Co-PI on $9 million of external funding from the Lumina Foundation, the National Science Foundation, and the U.S. Department of Education, among others. Dr. Porter is currently an editorial board member for the *American Educational Research Journal, Journal of Higher Education, Journal of Research on Educational Effectiveness*, and *Research in Higher Education*. He is also Chair of the Education Systems and Broad Reform grant review panel at the Institute of Education Sciences, and a postsecondary content expert for the What Works Clearinghouse.

Alyssa N. Rockenbach
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Alyssa N. Rockenbach is Professor of Higher Education at North Carolina State University. Her research focuses on the impact of college on students, with particular attention to spiritual development, religious and worldview diversity in colleges and universities, campus climate, community service engagement, and gendered dimensions of the college student experience. Her current work includes a grant-funded initiative, "Cooperation in a Pluralistic World: A National Study of College Students' Engagement with Religious Diversity," in partnership with Interfaith Youth Core and Dr. Matt Mayhew at New York University. In addition, she is co-authoring with colleagues the third edition of *How College Affects Students*. Dr. Rockenbach serves on the editorial boards of Research in Higher Education and Journal of Higher Education, and has been honored with national awards, including the American College Personnel Association (ACPA) Emerging Scholar Award, the Annuit Coeptis Emerging Professional Award, and the American Educational Research Association (AERA) Religion & Education SIG Emerging Scholar Award. She teaches master's and doctoral courses related to research methods, quantitative analysis, and foundations of the higher education and student affairs profession. Dr. Rockenbach earned her Ph.D. in Higher Education from the University of California, Los Angeles and her B.A. in Psychology from California State University, Long Beach.

Paul Umbach
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Paul D. Umbach is Professor of Higher Education in the Department of Educational Leadership, Policy, and Human Development. He teaches classes on finance in higher education, organizational theory, policy analysis, college faculty, survey methods, and multi-level modeling. Before joining the faculty at NC State, he spent four years as an assistant professor of higher education at the University of Iowa and was a research associate with the Indiana University Center for Postsecondary Research. At the Center, Dr. Umbach was a research team member working on the National Survey of Student Engagement (NSSE) and a project manager of the Faculty Survey of Student Engagement (FSSE). His professional background includes several years working in institutional research at Tidewater Community College, Old Dominion University, and the University of Maryland. He earned his Ph.D. in Higher Education from the University of Maryland, College Park.

Dr. Umbach's current research focuses on policies and organizational structures that affect college student access and success. Central to much of his work are issues of equity and diversity. His work appears in the *Journal of Higher Education*, *Review of Higher Education*, *Research in Higher Education*, and *Journal of College Student Development*. Dr. Umbach has twice been a member of both the AERA J and the ASHE program committees, and he served as the 2013 AERA Division J conference committee chair. He has been an editorial board member of *Research in Higher Education*, the *Review of Higher Education*, and the *Journal of College Student Development*. He also has served as editor-in-chief of *New Directions for Institutional Research*, and is currently Associate Editor of the *Journal of Higher Education*.

Collaboration with Higher Education Professionals

The Higher Education Program values the knowledge and contributions of scholar practitioners in the field. The following higher education professionals also teach in our program and/or work with our students in various capacities:

Dr. Kasey Ashton ('13)
Associate Director, Women in Science and Engineering Village (WISE); NC State University

Dr. Darla Deardorff
Research Scholar; Duke University

Dr. Karrie Dixon ('03)
Vice President for Academic and Student Success; UNC - General Administration

Dr. David English ('12)
Vice Provost and Dean of Academic Affairs; UNC School of the Arts

Dr. Bruce Mallete ('88)

Former Vice President for Academic and Student Affairs; UNC - General Administration

Dr. Larry Moneta
Vice President for Student Affairs; Duke University

Dr. Mike Mullen
Vice Chancellor and Dean for the Division of Academic and Student Affairs; NC State University

Dr. Barry Olson ('10)
Associate Vice Provost for the Division of Academic and Student Affairs; NC State University

Dr. Courtney Thornton ('06)
Associate Vice Provost for Academic Personnel and Policy; NC State University

Dr. Sue Wasiolek
Assistant Vice President for Student Affairs and Dean of Students; Duke University

Dr. Carrie Zelna ('02)
Associate Vice Provost for the Division of Academic and Student Affairs; North Carolina State University

People to Know

Departmental Staff

Ronschall Love, Graduate Services Coordinator – rglove@ncsu.edu
Educational Leadership, Policy, and Human Development

Ronschall is an exceptional resource if you have logistical questions about the Higher Education Program, course schedules, event planning, and much more. She is also the primary liaison between the Higher Education Program and other offices on campus that serve graduate students.

Ayelen Valeton, Financial Specialist – avaleto@ncsu.edu
College of Education

Ayelen handles accounting services for the College of Education and can assist with invoices, reimbursements, and other financial matters.

Student Representatives

Alicia Keating Polson, Doctoral Student - amkeatin@ncsu.edu
Graduate Assistant for the Higher Education Program

Contact Alicia with any questions related to the master's or doctoral program. You can also direct any prospective Higher Education Program students to Alicia.

Hannah Finkelstein, Master's Student – hmfinkel@ncsu.edu
President of the Higher Education Association (HEA)

Contact Hannah with any questions specific to the Higher Education Association (HEA).

DOCTORAL PROGRAM

Graduation Checklist (Doctoral)

The College of Education has recently re-designed the Doctor of Philosophy degrees. The scholar leader Ph.D. graduate will be prepared to lead and influence policy decisions at the local, state, national, and international levels to solve the grand challenges of education. The program is developed around NC State's strengths in technological design, innovation, research-scholarship, community engagement, and social entrepreneurship. The doctoral experience will be within a rich culture of inquiry, evidence, and action.

Please note: The course curriculum below is for doctoral students entering the program beginning in Fall 2016. Contact Alicia Keating Polson at amkeatin@ncsu.edu if you need a previous copy of the Student Handbook for your particular course curriculum.

Requirements	Grade	Semester Completed
COLLEGE CORE COURSES		
1. **Scholar Leader Courses (6 credit hours)**		
1a. ED 795: Diversity and Equity in Schools and Communities		
1b. ED 795: Systematic Change in Education and Society	___	___
2. **Research Methods (15 credit hours)**		
2a. ED 710: Applied Quantitative Methods in Education I		
2b. ED 730: Introduction to Qualitative Research in Education	___	___
2c. At least ONE of the following research methods courses:	___	___
ED 711: Applied Quantitative Methods in Education II		
ED 731: Advanced Qualitative Research and Data Analysis in Education	___	___
2d. TWO additional advanced research methods courses from the following:		
Research Method Course		
Research Methods Course	___	___
	___	___
PROGRAM CORE COURSES		
3. **Scholar Leaders Core Courses (6 credit hours)**		
3a. EAC 795: Foundations of Higher Education Research and Scholarship		
3b. EAC 803: Research Seminar	___	___
4. **Program Area of Study Courses (24 credit hours)**	___	___

4a. EAC 749: Finance in Higher Education

4b. EAC 787: Organizational Theories and Concepts in Higher

      Education

4c. Electives (15 credit hours) in consultation with advisor:

    Elective 1: _____

    Elective 2: _____

    Elective 3: _____

    Elective 4: _____

    Elective 5: _____

4d. Advanced research course in consultation with advisor:

DISSERTATION RESEARCH

5. EAC 895: Doctoral Dissertation Research (9 credit hours)

Course Descriptions

Scholar Leader Courses

EAC 803: Research Seminar

Offered: TBD

This requirement can be fulfilled with an individual faculty member. Each faculty member will provide individual direction and guidance.

EAC 795: Foundations of Higher Education Research and Scholarship

Offered: Every Fall

Provides an introduction to scholarship and research in higher education by exploring the central paradigms and methodological approaches in education research, developing skills for effective reviews of the literature, and exposing students to qualitative and quantitative methods.

ED 795: Diversity and Equity in Schools and Communities

Offered: TBD

This is a new course. The course description will be added when it is available.

ED 795: Systematic Change in Education and Society

Offered: TBD

This is a new course. The course description will be added when it is available.

Program Area of Study Courses

EAC 749: Finance in Higher Education

Offered: Every Fall

Examines theory, research, practices, and issues in the development and management of financial resources in higher education.

EAC 787: Organizational Theories and Concepts in Higher Education

Offered: Every Spring

Introduces present and potential administrators to organizational theories useful for administration of effective higher education programs.

*Note***:** A variety of higher education electives are also offered in various semesters. You may also pursue electives outside the program or at partner institutions throughout the Triangle.

Research Methods Courses

ED 710: Applied Quantitative Methods in Education I

Offered: Fall and Spring

Equips students with the tools to examine design issues in research, create data sets, develop research questions, use a variety of descriptive and inferential procedures to answer formulated research questions, interpret results, and write results in keeping with the language of educational research.

ED 711: Applied Quantitative Methods in Education II

Offered: Fall and Spring

Focuses on application and enhancement of quantitative skills through analysis of existing datasets. Requires students to practice and extend multiple regression knowledge and skills, generate and test hypotheses in a multiple regression framework, and appropriately disseminate results.

ED 730: Introduction to Qualitative Research in Education

Offered: Fall and Spring

Emphasizes design of qualitative studies, conduct of fieldwork including open-ended interviews and participant observation, analysis of data, and understanding of theoretical and philosophical background of this research approach.

ED 731: Advanced Qualitative Research and Data Analysis in Education

Offered: Fall and Spring

Requires the use of field-based and general qualitative research data analysis methods in the social study of education. Helps participants acquire skills and gain experience using various methodological and analytical research techniques. Emphasizes the collection, management, analysis, and interpretation of qualitative data.

Progress Toward Degree

The goal of the College of Education Ph.D. programs is to prepare scholar leaders to address the grand challenges of education. Toward that end, an Advising and Mentoring Document was created to describe the process for the first-year review of doctoral students and expectations for formal reviews in following years. Information from that document is included below in the sections entitled: Initial Academic Advisor, Initial Review Process, and Post Initial Review. Please refer to the official Advising and Mentoring Document to review its full content.

Initial Academic Advisor
After the Graduate School admits a student into a College of Education Ph.D. program, ELPHD will assign the student an Initial Academic Advisor (IAA). Students will meet regularly with their IAA to discuss program and career goals. The IAA will come from the Program Area of Study (PAS) to which the student was admitted and, when possible, will have research interests similar to the student's. The IAA is responsible for guiding the overall academic career of the student but may or may not continue to be the student's advisor for the duration of their program. If, due to a change in circumstances, the IAA is no longer able to advise the student or the student wishes to change his/her advisor (i.e. due to lack of common research interests), faculty in the PAS will guide the student in finding an appropriate replacement.

Initial Review Process
At the end of the second semester (full-time students) or third semester (part-time students; 18 credit hours), PAS faculty will review the student's progress during an end-of-semester PAS meeting (see below for potential review process steps). In consultation with their IAA, the student is expected to outline via the Graduate Student Online Academic Reporting System (GSOARS) areas of academic/professional interests, plans for cultivating research skills, and potential topics for the dissertation at the same time as submitting a draft of the Plan of Work (POW) in the Student Information Systems (SIS). The Higher Education Program also requires its students to complete the Diagnostic Advisement Procedures.

The purpose of this review is for faculty to provide advice about credit-earning research, teaching, and extension experiences, in addition to courses, that will help prepare the student for dissertation research and meet the student's career goals. For students engaged in interdisciplinary research, faculty members involved in the review may come from inside or outside the student's PAS and should be prepared for the meeting with the information provided by the student from GSOARS and SIS.

Review Process Steps:
- Step 1: Students submit an outline (areas of academic/professional interests, plans for cultivating research skills, potential topics for the dissertation, and a draft Plan of Work) to their advisor through GSOARS/SIS two weeks prior to the end-of- the-semester PAS meeting.
- Step 2: During an end-of-semester program meeting, representative members of the primary PAS faculty (and other faculty from inside or outside the college if deemed appropriate) summarize as a group the progress of the student, followed by a brief meeting (15-30 minutes) between the PAS and individual students to discuss any comments in further detail. Feedback obtained during these conferences is documented by the advisor and provided to the student online via GSOARS. As well, a record of the conference will be sent to the PAS Director of Graduate Programs. It is

recommended that PAS meetings be held across an afternoon so faculty are available to evaluate students as a cohort.

- Step 3 (optional): Advisor and student meet face to face for further discussion of faculty feedback. A student with interests spanning diverse fields may benefit from a meeting with an additional faculty member from a different PAS or from another department, depending upon interests. Feedback generated during this meeting will be documented and entered into GSOARS.
- The expectation is that by the end of the second semester (full-time), or third semester (part-time), students will have participated in the review. The DGP will submit a list of those students who participated in the review process to the Associate Dean for Academic Affairs. This process will support students to meet the requirement that students complete an online POW in consultation with their advisory committee by the time they complete 18 hours of coursework.

Post Initial Review

Each faculty advisor is expected to meet with their advisees each semester to assess their progress toward completion. The goals and expectations of the meeting will be similar to those of the first-year review with adjustments made corresponding to students' progress in meeting milestones and addressing their individual needs. The student and advisor are expected to document this meeting in GSOARS. In addition to this, at the end of the fourth semester (full time) and sixth (part-time; 36 credit hours), a student's doctoral committee will review the student's progress during an end-of- semester meeting. It is recommended that this meeting follow a similar structure/process as the initial review. In consultation with their IAA, the student is expected to build upon the outline prepared for the initial via GSOARS as well as submit a revised draft of the Plan of Work, if needed. Committees may require additional material (e.g., writing sample) from each student. In the years following the review, students will meet with members of their committee once or twice a year (either individually or as a group). Meetings will not require formal documentation and will be aimed at discussing progress towards degree completion and preparing students for their future career.

Plan of Work

As described above, students are required to complete an online Plan of Work (POW) in consultation with their advisory committee by the time they complete 18 hours of coursework. The final POW must be submitted to the Graduate School as early as reasonably possible, and must be approved by members of a student's advisory committee and the Director of the Graduate Program (DGP) for the Department of Educational Leadership, Policy, and Human Development. The POW:

1. Includes a schedule of the course work to be undertaken, a list of committee members, and the Graduate School Representative;
2. Is developed by the student and their advisory committee;
3. Is approved by the committee and the DGP or Department Head prior to submission to the Graduate School for final approval; and
4. Should be submitted at or near 18 hours of course work in the doctoral program.

When the DGP electronically submits a POW to the Graduate School, the Graduate School Records Unit will evaluate it and inform the program whether or not the POW meets all Graduate School degree requirements. The Graduate School will withhold approval of any doctoral student's POW until all

documents necessary to complete that student's permanent file are received. If any materials are missing, the POW will be denied with the reason for the denial communicated to the DGP.

The POW can be created and modified via MyPack Portal. Any changes to the POW must be resubmitted to the committee chair and the DGP. Changes to the committee must also be approved by all members of the committee. To access and modify the POW once it has been submitted, contact Ronschall Love, Graduate Services Coordinator, for assistance.

Diagnostic Advisement Procedure
Students enrolled in the ELPHD Ph.D. program (higher education specialization), including full-time and part-time students, are required to undergo the Diagnostic Advisement Procedure (DAP) upon completion of their first year in the doctoral program (e.g., upon completion of 6-18 credit hours following their matriculation into the doctoral program)[1]. The DAP will be scheduled annually in mid-September as students begin their second year of doctoral work.

Students will be asked to submit a 10-15 page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication), which will be reviewed by at least two higher education faculty members, including the student's advisor. In preparing the writing sample, students may use feedback received in a class, but otherwise they are expected to work independently on their writing. The faculty advisor will also review the student's first-year transcript to evaluate class performance and progress in the program. The faculty reviewers will describe the student's performance in a meeting of all higher education faculty, and a decision will be made regarding whether the student has passed, conditionally passed, or failed the DAP.

A "pass" will be given for written work that evidences quality doctoral-level writing (i.e., is well-organized and clear, makes coherent and compelling arguments, incorporates literature effectively, and is carefully proof-read) and excellent grades in the first year of the program.

A "conditional pass" will be given for written work that is somewhat disorganized and/or unclear, has incomplete or unconvincing arguments, does not use literature appropriately, and/or evidences errors in several areas. A conditional pass may also be given if performance in courses is inadequate. Students who receive a conditional pass must meet the conditions set forth by the faculty in the time specified in order to pass the DAP. If the conditions entail rewriting the DAP, the same process described above will be followed to evaluate the written work in a subsequent semester. The student's advisor will determine whether any additional conditions have been satisfied and notify the faculty and Dean of Graduate Programs. If conditions are not sufficiently met in the time specified, the student will fail the DAP.

A "fail" will be given in the event that written work is poorly organized and unclear, has incoherent arguments, demonstrates misunderstanding of important concepts in the literature, and contains copious errors. A "fail" may also be given for poor performance in courses. Failure of the DAP means that the written document has serious problems in content and writing that: 1) cannot be addressed by rewriting the DAP, or 2) were not addressed in a rewrite of the DAP (if a rewrite was one of the conditions given in a conditional pass). Failure also suggests that poor performance in classes is unlikely to be overcome in the future. Students who fail the DAP may not continue in the doctoral program.

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[1] Students who were enrolled in the Ed.D. program and have already passed comprehensive exams are not required to complete the DAP.

Following the program faculty review and assessment, each student will meet individually with the advisor to discuss feedback, progress, and student goals.

Research Prospectus (Comprehensive Exam)
The comprehensive examination for the higher education specialization of the ELPHD Ph.D. entails developing a research prospectus that includes the following components: an explanation of the research problem, a series of research questions and/or hypotheses, a review of the literature and related theory, and a description of the method. The prospectus will be approximately 30 double-spaced pages (12 pt. font, formatted using APA, 6th edition), not including references and any appendices. The fall semester due date is October 15 and the spring semester due date is March 15. Students should plan, in consultation with their advisor, to take the exam toward the end of their coursework (e.g., during the last or next-to-last semester of coursework).

The review committee will evaluate exams according to two criteria:

- Substantive content – how well does the exam address the components listed below?
- Writing style – is the exam well-written (well-organized and clear, makes coherent and compelling arguments, incorporates literature effectively, carefully proof-read)?

The exam will be assessed by at least two faculty members, including the student's advisor. The faculty reviewers will describe the student's performance in a meeting of all higher education faculty, and a decision will be made regarding whether the student has passed, conditionally passed, or failed the prospectus.

A "pass" grade indicates that the student met or exceeded the two criteria listed above and can proceed to proposal development under the guidance of the dissertation chair.

A "conditional pass" indicates that there are problems with the substantive content and/or writing. Conditional passes require rewriting of the prospectus and a second evaluation in the subsequent semester. Please be aware that students given a conditional pass will receive either pass or fail on the revised prospectus: there will not be another opportunity to rewrite the exam. Exams with frequent misspelling, grammatical errors, and missing citations will receive an automatic conditional pass, with no evaluation of substantive content.

Failure of the exam means that the document has serious problems in content and writing that: 1) cannot be addressed by rewriting the prospectus, or 2) were not addressed in the rewrite of the prospectus. A student who fails the exam may not continue in the doctoral program.

You should organize your prospectus to include the following components:

1. Introduction (10 pages). The introductory section of the prospectus should capture the readers' interest and sell them on the idea that the study is worth doing. This section usually includes a brief description of: 1) what you plan to study, 2) why it is important to study it, 3) how you plan to study it, and 4) who you plan to study. It is critical that the introduction articulate how the study is different from previous research on the topic. Explain to the reader the new contribution your study will make and why that

contribution is important. While there are many models to cover these topics, the introduction typically includes the following (see Creswell, 2003):

    a. The research problem
    b. Studies that have addressed the problem
    c. Deficiencies in the studies
    d. Purpose statement
    e. Research questions and/or hypotheses (sometimes included in the literature review section)
    f. Brief introduction to theoretical framework
    g. Significance of the proposed research
    h. Brief description of method (who? and how?)
    i. Limitations and delimitations

Creswell (2003) describes the structure of the introduction as an inverted triangle. In other words, you begin broadly by stating the problem. You narrow the problem into a manageable study by reviewing the research and describing the importance of the problem. You then narrow it even further by stating the purpose, research questions, and hypotheses, followed by a brief description of how you plan to answer your research questions or test your hypotheses.

2. Literature Review/Theoretical Framework (10 pages). Although your introduction examines select studies to make an argument for the importance of the research and to provide the reader with background information, it is in this section that you will offer detailed reviews/critiques of the research with the goal of identifying where you are intending to make a significant contribution. The literature review frames the problem you have identified in the introduction section and explores the relationship between your study and previous research. The literature review can take many forms, but is generally organized around main ideas rather than specific studies. Do not review each study in succession, but summarize, critique, and synthesize the findings from the studies you have reviewed thematically.

Many use the inverted triangle concept to structure their literature reviews. At the top of the triangle, the review begins with the broad body of literature or concepts related to your research topic. This section is followed by concepts or research more closely related to your study. At the bottom of the triangle are studies that are most similar to your own.

In addition to the review of literature, please include your theoretical/conceptual framework. Theory often guides the structure of the literature review. One strategy would involve reviewing each component of the theory or theories followed by studies that most relate to yours. Another strategy would involve reviewing the literature as described above and integrating what you have reviewed by applying a theory subsequent to the review of studies.

3. Method (10 pages). Discuss, in detail, your methods. This section should clearly describe how you plan to take answer your research questions or test your hypotheses. It should include the following:

    a. Identify research design and provide a rationale for the design
    b. Describe the population, sampling procedures, population, and participants
    c. Describe instruments and variables (if applicable)
    d. Review data collection procedures in detail

e. Explain plans for preliminary studies or pilot studies (if necessary)
f. Provide details about data analysis procedures
g. Identify ethical issues and your approach to dealing with them
h. If you are conducting a qualitative study, your method should include a researcher/subjectivity statement identifying relevant perspectives and potential biases

Keep in mind that you will need to provide enough information so that others can replicate your study.

Stylistic Issues and the Writing Process
Adhere to APA style as described in the 6th edition of the style manual and be meticulous in your citations. **Note**: Students who use historical analysis will be expected to adhere to the standard usages of historiography in writing the literature review and all citations.

1. Try to avoid the use of passive voice. The subject of your sentence should act, not be acted upon.

2. When reviewing research, create your own voice. It helps if you organize your review around concepts or ideas rather than specific studies (as described above). The way you cite your sources will help in this regard. There are two forms of bibliographic citation used in APA style within the body of the text:

   a. "Jones (1983) found that teachers spend 74% of the time they are in the classroom on their feet."
   b. "Teachers spend 74% of the time they are in the classroom on their feet (Jones, 1983)."

   The second is preferable, because its grammatical subject (teachers) is central to the meaning of the sentence. In the first form, the grammatical subject (Jones) is tangential to the meaning of the sentence. Remember that your prospectus should normally talk about what people do, not what researchers write about what people do.

3. Do not be afraid to use the first person. Until recently, formal writing did not use the first person ("I" or "we"). Instead writers wrote things like: "It is this author's opinion that…". Today's scientific writing often does allow authors to use the first person. In fact, the APA Style Manual, which governs the style of many journals in education, psychology, and other disciplines, insists on the use of the first person. Use the first person where it is appropriate.

4. Be consistent with verb tense. As Creswell (2003, p. 61) noted, "A common practice is to use the past tense to review the literature and report the results of a study. The future tense would be appropriate at all other times in research proposals and plans. For completed studies, use the present tense to add vigor to the study, especially the introduction."

5. Be careful in your use of gendered pronouns. Although English writers have traditionally used the masculine form of pronouns (he, him, his, etc.) as a neuter form, many do not approve of such usage. The time has passed when an author can use "If a child is not praised appropriately, he will…" and not confuse the reader. One solution, perhaps not preferable, is the "he/she" construction. Because the meaning of "/" is undefined, we prefer "he or she". However, even "he or she" is awkward and should be used sparingly. More often than not, you can rephrase the sentence to avoid the problem and make the meaning clearer at the same time. Two simple options, which often work well, are to

use plural forms (since "they" is intrinsically neuter) or repeat the noun instead of using a pronoun.

6. Write multiple drafts and revise your work. Years of schooling have taught us to work right up until a due date and write only one draft. Multiple drafts and revisions of written work are always necessary. Even the most widely published scholars write multiple drafts of their work. Be sure to proofread your work and correct misspellings, grammatical errors, etc.

7. The prospectus exam is intended to be an independent writing assignment. Although you may consult with your advisor/dissertation chair on your topic, you should not expect your advisor/dissertation chair to evaluate or provide feedback on the written prospectus before you submit it.

Dissertation Research Process

Chair and Committee Selection
Doctoral students are asked to select four committee members for their advisory committee. It is recommended that students seek committee members with relevant content and methodological expertise suitable to the topic and research questions of the dissertation study. Among the committee members, one must serve as chair. The chair may be the original advisor assigned to a student upon acceptance into the program. However, a student may choose to ask a different faculty member to serve as chair. The chair must be from the same degree program as the student.

There must also be a Graduate School Representative (GSR) on the committee. The GSR protects the interests of the student, the advisory committee, and the Graduate School and acts as an "unbiased person" to whom the Dean may turn for judgment and counsel. When possible, students are encouraged to select a committee member from outside the Higher Education Program faculty. All faculty members at NC State and within the UNC System that hold graduate faculty status are eligible to serve on a dissertation committee. Other individuals who hold a terminal degree may serve but must be approved through a graduate school process. These individuals should be chosen in consultation with your committee chair.

Students should have committees listed in the Plan of Work at or near 18 hours of earned credit. Faculty may be asked to serve as temporary "place holders" on the committee if final selections have not been made. Any changes to a committee should be promptly communicated to all committee members and revised on the Plan of Work. More information about the composition of the doctoral committee, functions and requirements of the doctoral committee, and other matters as related to the doctoral committee can be found in Section 3.2 in the Graduate Handbook.

Choosing a Topic
It is never too early to begin thinking about a dissertation topic! The Foundations of Higher Education Research and Scholarship class allows students to explore topics of interest and think critically about the development of research questions. Journaling, conversing with faculty and peers, and delving into current higher education literature are all ways in which students can identify and flesh out possible research topics. Last but not least, students are encouraged to use course assignments as opportunities to further investigate research areas of interest.

Dissertation Proposal

The proposal is comprised of the first three chapters of the dissertation, namely the Introduction, Literature Review, and Methodology. Upon approval from the committee chair, a student can submit copies of their dissertation proposal to all members of the committee in preparation for the proposal defense. A Request to Schedule Oral Examination must also be submitted to the Graduate School at least two weeks prior to the exam. During the oral defense of a proposal, a student will make a presentation to their committee and highlight the proposal's major components. The format and length of the oral presentation may vary somewhat, but should be determined in advance in consultation with the chair. After a student gives the oral presentation, there will be a series of questions posed by the committee. At the conclusion of the defense, the candidate will be asked to leave the room while the committee discusses whether the proposal has sufficient merit to warrant the student conducting the study. The committee may (a) pass the student unconditionally (with very minor revisions), (b) grant a conditional pass and request revisions that need to be made before the student proceeds with the study, or (c) determine that another full oral defense is required.

Institutional Review Board

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) exists to protect the rights and welfare of human research subjects, ensure compliance with institutional policy and federal regulations regarding human subjects, and provide education to institutional personnel on the ethical use of human subjects. All research involving human subjects must be approved by IRB prior to the start of the study. NC State provides basic information and helpful hints about the IRB process for researchers to review.

Candidacy

Upon successful completion of the proposal defense, a student proceeds to candidacy and begins conducting the dissertation study. It is important for the student to maintain continuous enrollment throughout this phase of the doctoral process. The DGP and the Graduate School may approve an official leave of absence, not to exceed one year. Otherwise, the student must enroll in EAC 895 for at least 3 credit hours during each semester of the academic year. Failure to maintain continuous enrollment will result in termination of the student's program of study in the department. Students whose enrollment has been terminated must reapply for admission into the program in order to resume their studies at NC State. Students reapplying for admission will not be given special preference in admission.

Dissertation Defense

The dissertation defense is scheduled after the dissertation and all required coursework are complete but not earlier than one semester after admission to candidacy. A completed dissertation includes revised chapters 1-3, as well as Findings and Conclusions. After approval from the chair and at least two weeks prior to the final defense, the student submits the dissertation to committee members for review. In addition, the student submits to the Graduate School a Request to Schedule Oral Examination. Upon approval of the request, the student and the examining committee are notified of the time and place of the examination. During the oral defense, the student defends the findings and conclusions reached in their study. The defense is conducted by the dissertation committee and is open to the public. A unanimous vote of the committee is required to pass the final oral exam.

Electronic Submission of Dissertation

The Graduate School requires that completed dissertations be submitted electronically through the Electronic Theses and Dissertations (ETD) system. The appropriate format for submitting to ETD is outlined online. The ETD website also includes information about submission deadlines and registration for training workshops.

MASTER'S PROGRAM

Graduation Checklist (Master's)

Requirements	Credits	Grade	Semester Completed
Higher Education Core			
EAC 540: Foundations of Student Affairs	3	_____	_____
EAC 542: Student Characteristics and the College Environment	3	_____	_____
EAC 543: Student Development Theory	3	_____	_____
EAC 545: Master's Professional Seminar (Capstone)	3	_____	_____
EAC 595: College Outcomes	3	_____	_____
EAC 595: Diversity in Higher Education	3	_____	_____
Research Component			
EAC 595: Research and Assessment in Higher Education and Student Affairs	3	_____	_____
Experiential (Internship/Practicum) Component			
EAC 651: Internship in Adult and Higher Education	3	_____	_____
Higher Education Thread(s):			
_____			
Elective 1: _____	3	_____	_____
Elective 2: _____	3	_____	_____
Elective 3: _____	3	_____	_____
Elective 4: _____	3	_____	_____
Elective 5: _____	3	_____	_____
TOTAL CREDITS:	**39**		

The Academic Curriculum

The following courses comprise the required academic core of the M.Ed. degree program and the chart serves as a suggestion for the course sequence in order to meet the core requirements if you are enrolled as a full-time student expecting to complete the program in two years. In combination with the 15 hours of appropriate electives, they constitute a master's curriculum of 39 semester hours.

EAC 540	Year 1 Fall	Foundations of Higher Education and Student Affairs (3 credits)
EAC 543	Year 1 Fall	Student Development Theory (3 credits)
EAC 595	Year 1 Fall	Research and Assessment in Higher Education (3 credits)
EAC 542	Year 1 Spring	Student Characteristics and the College Environment (3 credits)
EAC 595	Year 1 Spring	Diversity in Higher Education (3 credits)
EAC 651	Year 2 Fall	Internship in Adult and Community College Education (3 credits)
EAC 595	Year 2 Fall	College Outcomes (3 credits)
EAC 545	Year 2 Spring	Higher Education Master's Professional Seminar (3 credits)

Higher Education Threads

The NC State M.Ed. program allows students to enroll in 15 semester hours of graduate-level electives that allow for personal exploration of and exposure to specific areas of professional interest, while fulfilling the 39 semester hours required for completion of the master's degree. The 'threads' below are courses that will give students an opportunity to have a focus for their electives and delve deeper into one specific area. These courses are not offered on a regular basis, so please consult the course catalog and advisor when making course selections. Consult with your advisor to discuss professional and personal goals and as you plan for the availability and enrollment in elective courses. Students can enroll in electives during any academic term, including summer, and should consult the course catalog online for course descriptions. Qualifying electives must be at the 500 level or higher.

College Student Affairs
- EAC 541: Administration and Finance in Student Affairs
- ECD 510: Introduction to Counseling
- EAC 517: Current Issues in Higher Education
- EAC 778: Law and Higher Education
- EAC 560: Assessment and Evaluation in Adult and Higher Education
- EAC 795: International Higher Education
- EAC 762: Spirituality in Higher Education
- EAC 761: Gender Issues in Adult and Higher Education
- ECD 524: Career Counseling and Development
- ECD 525: Cross-cultural Counseling
- ECD 530: Theories and Techniques of Counseling

Higher Education Organization and Administration
- EAC 749: Finance in Higher Education
- EAC 787: Organizational Theories and Concepts in Higher Education
- EAC 778: Law and Higher Education
- ELP 735: Policy Research in Education
- EAC 541: Administration and Finance in Student Affairs

Qualitative Research Methodology
- ED 730: Introduction to Qualitative Research in Education
- ED 731: Advanced Qualitative Research and Data Analysis in Education
- ELP 780: Evaluation Theory and Practice in Education
- ED 750: Mixed Methods Research in Education
- ED 795: Special Topics Seminar: Narrative Research Methods
- ED 795: Special Topics Seminar: Case Study Research Methods

Institutional Research
- ED 710: Applied Quantitative Methods in Education I
- ED 711: Applied Quantitative Methods in Education II
- ED 730: Introduction to Qualitative Research in Education
- ED 731: Advanced Qualitative Research and Data Analysis in Education
- ED 750: Mixed Methods Research in Education
- ELP 780: Evaluation Theory and Practice in Education
- ED 795: Special Topics Seminar: Causal Inference
- ED 795: Special Topics Seminar: Survey Methods in Education

Graduate Certificates at NC State

A Graduate Certificate Program (GCP) is a prescribed set of graduate-level academic courses, designed by an academic department or program at NC State. According to NC State policy, the GCP will be designated on the student's transcript and the student shall receive a certificate from Registration and Records. In previous years, the programs listed below have been of interest to current M.Ed. students and the courses (whether taken individually or as a part of the GCP) will count toward fulfilling the 15 hours of elective semester hours necessary for the graduate degree. Some programs will require more than 15 hours for successful completion of the GCP. It is the student's responsibility to communicate with each individual GCP coordinator to determine the official requirements for admission, enrollment, and completion of the specific GCPs of interest. Information provided below merely serves as an initial resource. These certificates are not coordinated through the Higher Education Program, therefore it is your responsibility to ascertain the most up-to-date information and requirements for each certificate listed below within their respective departments.

Training and Development Certificate
This certificate emphasizes the operational components of workplace learning and development addressing organizational needs, the design of instructional systems, methods and techniques of training, evaluation of learning, and organizational change. The specialization is tailored to individuals who are, or aspire to be, business owners, consultants, c-level decision makers, managers, and training specialists

in a variety of organizational settings. If you are interested in this certificate, contact ttet_online@ncsu.edu.

Required Courses
- EAC 559: The Adult Learner
- EAC 582: Organization and Operation of Training & Development Programs
- EAC 586: Methods and Techniques of Training & Development
- EAC 692: TTET Capstone project

Elective Courses (Choose 1):
- EAC 556: Organization Change in HRD: Theory & Practice
- EAC 580: Designing Instructional Systems in Training & Development
- EAC 584: Evaluating Training Transfer & Effectiveness

Community College Leadership Certificate The certificate program focuses on leadership theories and structures to address the unique needs of the community college and technical education system. If you are interested in this certificate, contact ttet_online@ncsu.edu.

Required Courses:
- EAC 595: Special Topics (Leadership)
- EAC 700: Community College and Two Year Postsecondary Education
- EAC 704: Leadership in Higher & Community College Education
- EAC 692: TTET Capstone project

Elective Courses (Choose 1):
- EAC 559: The Adult Learner
- EAC 703: Programming Processes in Adult & Community College Education
- EAC 795: Contemporary Issues in Adult and Community College Education
- EAC 778: Law and Higher Education

Community College Teaching Certificate
The specialization emphasizes teaching and learning in community college settings and focuses on teaching and learning theories, strategies, assessment and evaluation, and becoming adept in both face-to-face and technology-rich educational formats. The specialization is targeted to current and aspiring post-secondary teachers. If you are interested in this certificate, contact ttet_online@ncsu.edu.

Required Course:
- EAC 538: Instructional Strategies in Adult & Higher Education
- EAC 559: The Adult Learner
- EAC 560: Assessment & Evaluation in Adult & Higher Education
- EAC 692: TTET Capstone project

Elective Courses (Choose 1):
- EAC 539: Teaching in the Online Environment
- EAC 700: Community College and Two-Year Postsecondary Education

Public Policy Certificate

The Graduate Certificate in Public Policy helps students make the most of professional skills by providing the tools needed to be effective advocates for realistic, effective, and responsible public policy. If you are interested in this certificate, contact Dr. Jeffrey Diebold, jcdiebol@ncsu.edu.

Required Courses:
- PA 507: Public Policy Process
- PA 509: Applied Political Economy
- PA 511: Public Policy Analysis
- Choose one statistics course (approved by coordinator)
- Choose one policy or managerial elective (approved by coordinator)

Counselor Education Certificate

Graduates from this program can provide paraprofessional counseling to assist licensed professional counselors. The certificate program alone does not prepare students to work as professional counselors. This certificate program has very limited availability, so may be unavailable to Higher Education students from year to year. If you are interested in this program, you may contact Dr. Raymond Ting, Raymond_ting@ncsu.edu to inquire about availability.

Required Courses
- ECD 510: Introduction to Counseling
- ECD 524: Career Counseling and Development
- ECD 525: Cross-cultural Counseling
- ECD 530: Theories and Techniques of Counseling

International Program Administration – International Student Services and Study Abroad Specialization

This is specialization available to Higher Education students, rather than a certificate program. Students who complete the classes below will have fulfilled an International Program Administration – International Student Services and Study Abroad specialization.

Required Courses
- EAC 540: Foundations of Higher Education and Student Affairs
- EAC 541: Administration and Finance of Student Affairs
- EAC 795: International Higher Education
- EAC 517: Current Issues in Higher Education
- ECD 525: Cross-Cultural Counseling
- COM 523: International & Intercultural Communication

Required Courses

EAC 540: Foundations of Higher Education and Student Affairs

Offered: Every Fall   **Recommended:** Year 1

Examines knowledge that guides professional practice in higher education and student affairs, such as: history of higher education, professional development opportunities, student and institutional diversity, group process, and helping and advising skills.

EAC 542: Student Characteristics and the College Environment

Offered: Every Spring   **Recommended:** Year 1

Addresses the history and philosophy of student affairs, the impact of college on students, and current issues of concern to students and student affairs professionals.

EAC 543: Student Development Theory

Offered: Every Fall   **Recommended:** Year 1

Provides an understanding of the major student development theories, as well as existing and emerging literature in this area. Requires the application of student development theory to specific student affairs settings, issues, and populations.

EAC 545: Master's Professional Seminar (Capstone)

Offered: Every Spring   **Recommended:** Year 2

Emphasizes application of concepts and theories learned in previously completed coursework to understand and analyze current issues facing student affairs professionals. Focuses particularly on the job search process and transition from graduate student to full-time student affairs professional.

EAC 595: Research and Assessment in Higher Education and Student Affairs

Offered: Every Fall   **Recommended:** Year 1

Introduces master's students to quantitative and qualitative research methods, as well as relevant research literature within higher education.

EAC 595: College Outcomes

Offered: Every Fall   **Recommended:** Year 2

Increases understanding of the changes that occur in students during the undergraduate educational experience and examines the differential educational impacts of enrollment in postsecondary education. Also explores the factors within the college environment that either contribute to or serve as a barrier for beneficial student outcomes for diverse student populations.

EAC 595: Diversity in Higher Education

Offered: Every Spring   **Recommended:** Year 1

Uses a multicultural competence framework to explore social identity development of individuals from various cultural backgrounds and issues of equity and access in higher education.

EAC 651: Internship in Adult and Higher Education

Offered: Every Fall   **Recommended:** Year 2

Provides students with an opportunity to serve as participant-observers in a student affairs environment. Emphasizes skill development, critical reflection, and analysis of experiences in the field.

Higher Education Electives

Please note some of these courses are not offered on a regular basis. Additionally, new electives will be offered in various semesters. Students should consult the course catalog and their academic advisor when choosing electives.

EAC 541: Administration and Finance of Student Affairs

Offered: Every Spring	**Recommended:** Year 1

Examines the role of student affairs in higher education institutions in the context of: organizational structures, leadership and decision-making, planning and budgeting, and staffing and supervision.

EAC 630: Independent Study in Higher Education

Offered: Varies	**Recommended:** Year 1 or 2

Provides an opportunity for students to engage in independent scholarly endeavors or research with a faculty member or gain additional experience in and exposure to higher education and educational contexts through an intensive, semester-long 150-hour internship experience.

EAC 749: Finance in Higher Education

Offered: Every Fall	**Recommended:** Year 2

Examines theory, research, practices, and issues in the development and management of financial resources in higher education.

EAC 787: Organizational Theories and Concepts in Higher Education

Offered: Every Spring	**Recommended:** Year 2

Introduces students to organizational theories useful for administration of effective higher education programs.

EAC 795: International Higher Education

Offered: Off Year Spring

Explores global learning of students and internationalization of institutions within higher education. Focuses particularly on the issues and challenges that affect higher education professionals working in the international arena.

Progress Toward Degree

Plan of Work

Master's students are required to complete an online Plan of Work (POW) in consultation with their advisor by the time they complete 18 hours of coursework. The POW must include courses taken, grades received for those courses, and a proposed schedule for remaining coursework. The Graduate School Records Unit will evaluate the POW and inform the program whether or not the POW meets all Graduate School degree requirements.

*Note***:** Students must maintain a GPA of 3.0 or higher to remain in good academic standing.

Internships

All students pursuing the M.Ed. must complete at least one internship for academic credit during the fall semester of the second year. The internship provides an opportunity for students to gain supervised practical experience that will complement their learning experiences in the classroom while diversifying their professional experiences. Internship requirements include goal-setting, project responsibilities, development of a professional philosophy, problem solving, conflict management, and integration of theoretical knowledge with practical experience. Learning experiences in a professional environment can serve as an important component to development, which occurs when the learning opportunities are experienced, reflected upon, and synthesized.

Students can pursue internship opportunities in a wide array of functional areas and at a variety of institutional types. Past internships have been completed at UNC-Chapel Hill, Meredith College, North Carolina Central University, Wake Tech Community College, High Point University, and others in areas such as development, alumni relations, housing, international studies, and career services. Students are encouraged to seek out internship placements that align with future career goals and identify internship supervisors who are willing and able to provide appropriate job supervision, periodic evaluation, and timely skill assessment. Students are expected to complete approximately 80 experiential hours of internship-related activities and fulfill all other course requirements set forth by the instructor, including an in-class academic component. Internships must be approved by Master's Program Coordinator prior to course enrollment.

Students may participate in an additional internship experience beyond the one required by enrolling in the *EAC 680: Internship in Higher Education course*. **Note:** If a student does not have an assistantship, one elective must be used for a second internship (working professionals may consult with Master's Program Coordinator regarding this requirement).

Learning Outcomes

Students who complete the Master of Education in Higher Education Administration at NC State will be able to:

1. Articulate a personal philosophy of student affairs and/or higher education grounded in critical self-reflection about one's role as a professional in the field.

2. Understand and apply ethical principles, core values, and standards of practice endorsed by the higher education and student affairs profession.

3. Explain the importance of social justice advocacy as it relates to ethical practice in student affairs, and enact social justice values in professional contexts.

4. Demonstrate a nuanced understanding of the array of professional roles, functions, and activities that exist within higher education and student affairs.

5. Develop critical thinking, research, and analytical skills necessary to be critical consumers of higher education literature and integrate course-based knowledge to address issues facing students and leaders in higher education.

6. Critically evaluate historical events and current issues relevant to higher education and the student affairs profession and articulate their impact on individuals and institutions.

7. Design and evaluate effective educational interventions informed by: (a) current higher education and student affairs literature, (b) professional standards and best practices, and (c) understanding the basics of qualitative and quantitative research and assessment designs.

8. Exhibit leadership within the realm of higher education and student affairs administration by applying knowledge in leadership, management, and management practices.

9. Produce an actionable professional development plan that reflects involvement in higher education and student affairs at the institutional, regional, national and/or international level.

10. Develop and refine academic/professional communication and presentation skills, including written, verbal, non-verbal, and digital.

POLICIES AND PROCEDURES

Registration

Students enroll for classes each semester via MyPack Portal using the Enrollment Wizard. NC State's enrollment tools are available to help you build a class schedule that leads to a fulfilling course load and an on-time graduation. Visit the Student Services Center to access helpful information on navigating the Enrollment Wizard, searching for classes, and editing your class schedule. Registration is controlled by specific window access dates. Students cannot register before their window access is scheduled. Access will be denied if students attempt to register before the date indicated, but students will be able to register any time after their specific window access opens. Some classes in the College of Education can fill up quickly, so always be sure to complete your class registration the morning the course registration window opens for graduate students.

Inter-Institutional Enrollment
Graduate students can take part in one of the inter-institutional registration programs offered at NC State. Under the Inter-Institutional Program, any enrolled degree-seeking graduate student (excluding non-degree students) may register for courses with appropriate approval at the following Universities: Duke University, North Carolina Central University, UNC-Chapel Hill, UNC-Charlotte, and UNC-Greensboro. In the fall and spring semesters, graduate students can take two courses per term, provided that the student is also registered for at least one course on the NC State campus during the same semester as the requested Inter-Institutional registration. In the summer sessions, graduate students can take one course per summer session term, provided that the student is also registered for at least one course on the NC State campus during the same session as the requested Inter-Institutional registration. Graduate students must obtain approval from their faculty advisor and complete the Inter-Intuitional Approval Form. More information about this topic can be found on the website of the Inter-Institutional Program.

Continuous Registration
After a student is admitted to the Graduate School and enrolls for the first time, they are required to maintain continuous registration (i.e., be enrolled each semester, excluding summer sessions, until they have either graduated or their graduate program at NC State has been terminated). All students who graduate during the second summer session must be registered for either the first or second summer session. The Continuous Registration requirement is listed in the Registration section of the Graduate Catalog.

Leave of Absence
A student in good academic standing who must interrupt their graduate program for good reasons may request a leave of absence from graduate study for a definite period of time not to exceed one year within a given graduate program. The request should be made at least one month prior to the term involved. Upon endorsement of the request by the student's Graduate Advisory Committee and Director of Graduate Programs, and approval by the Graduate School, the student would not be required to be registered during the leave of absence. The time that the student spends on an approved leave of absence will be included in the time allowed to complete the degree (i.e., ten years for doctoral). The Leave of Absence request form is available on the online list of Graduate School Forms. The Leave of Absence procedure is listed in the Registration section of the Graduate Catalog.

Time Limit

All doctoral students must attain candidacy for their degree within six calendar years from the date of admission and complete all degree requirements within ten calendar years. The time limit remains at ten years even if a student was on approved leave of absence during the 10-year period. The student's degree clock for time-to-completion starts with the first course approved for inclusion in the Plan of Work or the date of admission to the program, whichever comes first. Refer to Section 3.4 of the Graduate Handbook for exceptions to Time Limits.

Grades

Evaluation of a student's performance in a particular course or section is the prerogative of the faculty member responsible for that course or section. No grade assigned to a student in a particular course or section may be changed without the consent of the faculty member responsible for that course or section. Each faculty member who assigns grades has the responsibility to implement grading procedures that are fair and equitable, and to provide a reasonable evaluation of the student's performance in the course. At the beginning of the semester, faculty should inform their students of the means to be used to determine grades in each course. Please refer to the Grading and Academic Standing Section of the Graduate Catalog for policies and procedures related to grades.

Types of Grading Systems

Performance in lecture courses is evaluated as "A+" through "F", with a plus/minus designation. Performance in research, seminar and independent study types of courses is evaluated as either "S" (Satisfactory) or "U" (Unsatisfactory), and these grades are not used in computing the grade point average. However, a student who receives a "U" on any course will not receive credit and may be required to repeat it.

The Master Listing of Approved Graduate Courses identifies the approved grading for each 500- through 800- level course. Courses numbered in the 500 series and the 700 series will receive letter grades (i.e., "A+" through "F," grades, while courses in the 600 series and the 800 series will receive "S" or "U" grades. Students are not allowed to take 500- and 700-level courses for credit only.

Acceptable Grades

The University's Graduate School defines grades of A+, A, A-, B+, B, B-, C+, C, or S as satisfactory performance, provided that one's average for letter-graded courses remains at a 3.0 GPA or better. To graduate, a student must have a minimum 3.00 GPA average on all graduate course work as well as all courses on his or her Plan of Graduate Work. This policy is strictly enforced. Students should note that courses graded Satisfactory-Unsatisfactory (S-U) do not enter into the determination of one's average.

Incompletes

The grade of Incomplete ("IN") may be given in any course at the discretion of the instructor for work not completed because of a serious interruption in the student's work not caused by their own negligence. An "IN" must not be used, however, as a substitute for an "F" when the student's performance in the course is not passing. An "IN" is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. Only work missed may be averaged into the grades already recorded for that student.

A student who receives an "IN" must complete the unfinished work to have the "IN" converted to a final grade by the end of the next semester in which the student is enrolled, provided that this period is not longer than 12 months from the end of the semester or summer session in which the "IN" was received. Otherwise, the "IN" will be automatically converted to "F" or "U," in accord with the grading approved for the particular course. All grades of "IN" must be cleared prior to graduation. Students must not register again for any courses in which they have "IN" grades. Such registration does not remove "IN" grades, and the completion of the course on the second occasion will automatically result in an "F" for the incomplete course.

GENERAL PROGRAM INFORMATION

Higher Education Course Offerings

The following table lists the required courses for master's and doctoral students offered through the Higher Education Program area. Additional graduate courses are taught in cooperation with the College of Education or other Educational Leadership, Policy, and Human Development program areas. A listing of available electives offered through the Higher Education Program will be forthcoming and distributed to students during the fall semester. While we expect to adhere to this course-rotation schedule, course enrollments, sabbaticals, staffing, and other factors may require us to change the schedule. Please consult your advisor for assistance with course selection.

Course Number	Course Title	FA 16	SP 17	FA 17	SP 18
EAC 540	Foundations of Higher Education and Student Affairs	X		X	
EAC 542	Student Characteristics and the College Environment		X		X
EAC 543	Student Development Theory	X		X	
EAC 545	Master's Professional Seminar (Capstone)		X		X
EAC 595	Research and Assessment in Higher Education and Student Affairs	X		X	
EAC 595	College Outcomes	X		X	
EAC 595	Diversity in Higher Education		X		X
EAC 651	Internship in Adult and Higher Education (Master's)	X		X	
EAC 749	Finance in Higher Education	X		X	
EAC 787	Organizational Theories and Concepts in Higher Education		X		X
EAC 795	Foundations of Higher Education Research and Scholarship	X		X	

Academic Advising

Each student is assigned a faculty advisor upon entry into the Higher Education Program. The advisor-advisee relationship is important and reflects individual preferences and personal styles. Appointments may be scheduled as needed to discuss academic, internship, career, and personal goals and concerns. Moreover, the advisor should be consulted regularly to ensure course requirements are fulfilled, to facilitate appropriate selection of electives, and to discuss progress toward the degree.

Graduate Assistantships

Graduate assistantships are available in a variety of functional areas at NC State and at institutions throughout the Triangle. While compensation packages vary, all assistantships provide a stipend for the approximately 15-20 hours per week students are expected to work. Most assistantships are nine-month appointments. Some positions at NC State include the Graduate Student Support Plan (GSSP), which provides tuition remission and health benefits. The GSSP provides master's students up to 4 semesters of benefits and doctoral students with a maximum of 8 semesters of benefits. The GSSP does not cover student fees for the academic year or summer session tuition. Questions about the GSSP can be directed to Chris Buchanan (cnbuchan@ncsu.edu), Coordinator of the GSSP for the Graduate School.

To retain an assistantship, students must be enrolled full time, make satisfactory progress toward their degree, and seek North Carolina state residency for tuition purposes (in the case of the GSSP). Assistantships are advertised during the Higher Education Recruitment Weekend in February of each year and via departmental emails throughout the year. If a student is seeking an assistantship, he or she should inform the faculty advisor.

Generally, students are extended a two-year commitment by the assistantship site, providing that satisfactory progress is made toward fulfilling the responsibilities and duties of the position and funding continues to be available.

On the other hand, each student is free to seek a different assistantship position if desired. Some may do so for reasons of dissatisfaction with their current assistantship experience, or, as in most cases, out of a desire for a greater variety of experiences, either in terms of the tasks they perform or the type of campus on which they serve.

If the student elects to pursue a different assistantship position, we ask that the student first notify both the current assistantship supervisor and the Higher Education Program Coordinator of their desire to pursue a different assistantship experience. Students should discuss this prior to the end of the fall semester so that any anticipated assistantship vacancy can then become part of the position announcements offered to the pool of graduate applicants recruited and considered for admission to the program for the next academic year. Students who choose to leave their position assume the risk of interviewing for another position with the pool of invited prospective students during Recruitment Weekend.

Higher Education Google Website

All students enrolled in the Higher Education Program are granted access to an internal Google website. You can use this site to find details regarding important resources and forms for NC State, the College of Education, and the Higher Education Program, such as the Student Handbook. You will also find a current Student Directory and Alumni Directory, as well as recent Job and Internship Postings that have been shared with our program. You can access the website here:
https://sites.google.com/a/ncsu.edu/higher-education-program/.

STUDENT ENGAGEMENT

Higher Education Association

The Higher Education Association (HEA) is the student organization for the Higher Education Administration master's and doctoral programs at NC State.

HEA Vision
HEA will prepare scholarly leaders to have a significant and sustainable impact on the field of higher education.

HEA Mission
HEA will serve as a catalyst for the development of scholarly leaders within the higher education community by providing communication, outreach, and programming. HEA will also serve as the voice of students in the Higher Education Program at North Carolina State University.

HEA members have the opportunity to participate in meaningful professional development opportunities, take on leadership roles, and engage with their peers in social events. HEA provides 2-3 professional development programs each semester, including networking luncheons, resume and job search roundtables, and conference proposal practice sessions. Additionally, students can serve on committees within HEA or on the executive board. The current executive board members are:

    Hannah Finkelstein, President
    Brenda Escutia, Vice President of Administration
    Francesqa Santos, Vice President of Recruitment Weekend
    TBD in Fall 2017, Vice President Elect of Recruitment Weekend
    Jacob Sparks, Vice President of Engagement
    TBD in Fall 2017 - Vice President of Professional Development
    Kendall Del Rio, Vice President of Finance
    Taylor Sprague, Vice President of Communications
    Drew Baker, University Graduate Student Association (UGSA) Representative
    Alicia Keating Polson, Doctoral Student Liaison
    Andrea DeSantis, Doctoral Student Liaison
    Audrey "AJ" Jaeger, Faculty Advisor

HEA is an active organization that encourages students to build community during their graduate school careers through participation in engagement activities such as monthly dinners, football tailgates, service projects, Recruitment Weekend, and a holiday "Friendsgiving" celebration. Above, all leaders of HEA are dedicated to connecting with colleagues and helping them feel at home at NC State.

Professional Development

Certificate of Accomplishment in Teaching
The Certificate of Accomplishment in Teaching (CoAT) program offers graduate students a chance to demonstrate their commitment to teaching excellence through training, evaluation, and recognition. Through critical reflection and application, participants learn the fundamental components of pedagogy, enriching their personal growth and professional development in teaching and learning. The program is designed to provide support and recognition for all graduate students who teach courses at North Carolina State University. Participants may choose to complete the program in one year (2 semesters), a year and a half (3 semesters), or two years (4 semesters). Certificates are awarded at the end of each semester. An awards ceremony is usually held every April.

Equal Opportunity Institute
The Equal Opportunity Institute (EOI) is an award-winning NC State program designed to provide university students and employees a means for developing a comprehensive understanding of equal opportunity issues. Institute participants broaden their knowledge base and also learn how this information can be applied in their day-to-day activities and interactions. Through their individual and collective efforts, EOI participants help NC State and our community build a better place to work, learn, and live. This unique certificate program is designed for both employees and students of NC State. Participants learn about equal opportunity, diversity, affirmative action, discrimination and harassment, and university policies and procedures through their completion of an individually designed education plan. Registration for EOI begins in August and you are encouraged to register early, as spaces fill up quickly.

Higher Education Opportunities and Initiatives
The opportunities to become further engaged in the Higher Education Program are varied and numerous. Students can volunteer for the planning and implementation of signature programs, such as New Student Orientation, the PREP Program, Recruitment Weekend, Prepare the Pack and the Scholar-Practitioner Symposium. There are also many occasions for students to meet with prospective students, participate in student panels, and serve as mentors to incoming students. If you are interested in learning more about how you can get further involved in the initiatives of the Higher Education Program, contact Alicia Keating Polson, Graduate Assistant for the Higher Education Program, at amkeatin@ncsu.edu.

Preparing Future Leaders
NC State's Preparing Future Leaders (PFL) professional development initiative for graduate students and postdoctoral scholars is designed to help individuals develop the knowledge and skills to lead effectively with integrity, insight, and compassion. PFL offers more than 100 professional development seminars, workshops, and events each year to help students succeed both at NC State and as leaders in their fields. Offerings are free and non-credit; they complement students' disciplinary specializations by developing transferable skills. PFL events are centered around three themes: Career Skills, Teaching and Mentoring, and the Responsible Conduct of Research. Students may focus on events in one particular theme, or decide to participate in a variety of events to become more well-rounded professionals. Events are offered in-person, online, in blended formats, and on-demand. Registration for all in-person and time-limited online events is available online. (No registration is necessary for on-demand events.)

Preparing the Professoriate

Preparing the Professoriate (PTP) gives doctoral students and faculty at NC State the opportunity to develop mentoring relationships centered on teaching over the course of an academic year. Begun in 1993, the PTP program is a central component of the Graduate School's Preparing Future Leaders initiative. PTP provides participants with a hands-on teaching opportunity under a distinguished faculty mentor recognized for their teaching skills. Participants also benefit from regular professional development seminars and assistance creating a teaching portfolio. Those who complete the program earn a transcript notation recognizing their accomplishment. PTP applications are due annually on March 1 for participation in the following academic year.

Student/Faculty Research

Research is an important component of the graduate school experience, and the Higher Education Program offers students many opportunities to undertake research projects. Faculty members regularly engage graduate students in their research efforts. Students also have the option to work on research projects with fellow students and through independent study. Research commitments can range in terms of time, pay, and experience. If you are interested in pursuing research efforts, reach out to your advisor.

Professional Associations

While there are numerous associations specific to functional areas, regions, and professional interests, the list below represents some of the most prominent national organizations in which current students and faculty participate.

ACPA: College Student Educators International supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community.

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.

The American Association of Blacks in Higher Education (AABHE) pursues the educational and professional needs of Blacks in higher education with a focus on leadership, access and vital issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and internationally.

The Association for Institutional Research (AIR) is the premier source of IR education and professional development, and is a respected voice for its leadership in institutional research and data policy issues. AIR supports its members in the process of facilitating quality, data-informed decisions for the enhancement of higher education.

The Association for the Study of Higher Education (ASHE) is a scholarly society dedicated to higher education as a field of study. ASHE promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications.

Association of College and University Housing Officers – International (ACUHO-I) members believe in developing exceptional residential experiences at colleges, universities, and other post-secondary institutions around the world.

NASPA: Student Affairs Administrators in Higher Education is committed to the advancement, health, and sustainability of the student affairs profession. Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry.

National Orientation Directors Association (NODA) is a national organization whose mission is to provide education, leadership and professional development in the fields of college student orientation, transition and retention.

North Carolina College Personnel Association (NCCPA), a state division of ACPA: College Student Educators International, is committed to the education and development of post-secondary students in North Carolina and exists for the benefit of all student personnel professionals in the state.

The Southern Association for College Student Affairs (SACSA) is an independent, regional, and generalist association designed for the professional development of practitioners, educators, and students engaged in the student affairs profession.

UNIVERSITY INFORMATION

Campus Resources

Code of Student Conduct
The NC State Code of Student Conduct establishes expectations for student conduct in the university community. All students at NC State are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. Violations of campus or University policies, rules or regulations, or federal, state, or local law may result in a violation of the Code of Student Conduct and imposition of sanctions.

College of Education – Graduate Student Support Services
Dr. Demetrius Richmond (ddrichmo@ncsu.edu) is the Director of the Office of Graduate Student Support Services (GSSS) in the College of Education. His office provides resources that enhance the social and academic development of graduate students in the college by providing programs and resources that support graduate students. Some of these initiatives include: orientation, support groups, college-wide socials, writing support, and individual mentoring/support sessions. He is dedicated to providing support for graduate students with respect to recruitment, retention, and degree completion. His office is located in Poe Hall 505.

Disability Services
The Disability Services Office (DSO), a part of the Division of Academic and Student Affairs, collaborates with students to determine reasonable accommodations to ensure equal opportunity. The DSO works with departments throughout the University to assure that programs and facilities are accessible to every student at NC State in a way that is fair to everyone while still maintaining academic standards. Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic) are invited to contact the DSO to arrange a confidential discussion at 919-515-7653 or disability@ncsu.edu.

The Graduate School
The Graduate School offers Thesis and Dissertation Support Services (TDSS) at NC State, which are designed to enhance the success of students writing theses and dissertations. TDSS offers a variety of workshops, seminars, and other programming to help students through the process of writing their theses and dissertations. It also serves as a central resource for students to help them find related graduate student success programming on campus.

Office for Institutional Equity and Diversity
The Office for Institutional Equity and Diversity (OIED) is committed to fostering an inclusive, accessible, and diverse intellectual and cultural campus experience related to the mission of NC State. OIED brings the offices of Equal Opportunity and Equity and Diversity and Inclusion together with the African American Cultural Center, the Gay, Lesbian, Bisexual, and Transgender (GLBT) Center, Multicultural Student Affairs and the Women's Center. OIED also offers diversity and equity training through its Education and Training unit and a campus-wide diversity newsletter, the Diversity Digest.

Registration and Records

The Office of Registration and Records provides information about registration deadlines, academic calendars, course offerings, and inter-institutional enrollment (should a student choose to take a course at a partner institution).

Scholarships and Financial Aid

The Graduate School offers students a broad range of financial assistance options that help with tuition and living expenses while they are pursuing an advanced degree. David Shafer (dmshafer@ncsu.edu) is the Assistant Dean of the Graduate School and oversees funding opportunities available specifically for graduate students. General questions about federal student aid or the FAFSA should be directed to the Office of Scholarships and Financial Aid.

Student Health Center

NC State's Student Health Center is home to Student Health Services, the Counseling Center, and Health Promotion. A student health fee, charged to all students at NC State, covers routine visits to campus physicians, physician assistants, and nurse practitioners, as well as Health Promotion and most Counseling Center visits. Services with a charge are offered at prices competitive with the community. Students who have a credible health insurance plan and elect to not participate in the Student Health Insurance Plan (SHIP) must submit their active health insurance information by completing an online waiver. Students on the GSSP will receive full health benefits through the University.

University Libraries

NC State boasts two state-of-the-art University libraries, D.H. Hill Library on North Campus and the newly-opened James B. Hunt Jr. Library on Centennial Campus (which contains a lounge exclusively for graduate students). Higher Education students may also find the Media Center, a satellite library on the 4th Floor of Poe Hall, to be a convenient resource. Books available at libraries across campus may be requested for delivery to the Media Center via TripSaver. NC State libraries offer a wide variety of research workshops in which students may participate online or in person. Kim Duckett (kim_duckett@ncsu.edu) is the Associate Head of Digital Technologies and Learning Research & Information Services and is an excellent resource for finding information about research training.

Online Tools

Moodle

Moodle is a course management system commonly used by faculty to share important information and documents, collect assignments, and post grades. It can be accessed by logging in to NC State's Wolfware system with your Unity ID and password.

MyPack Portal

MyPack Portal is a student self-service system through which students may update personal information, manage student accounts, register for classes, access grades, complete the Plan of Work, and much more. Log in to MyPack Portal using your Unity ID and password.

Dates to Remember

2017 Fall Semester

August 15: New Student Orientation

August 16: First Day of Classes

September 4: Labor Day (No Classes)

October 5 - 6: Fall Break (No Classes)

October 28 - 30: SACSA Annual Conference (Chattanooga, TN)

November 5 - 8: NODA Annual Conference (Louisville. KY)

November 6 - 8: NCCPA Annual Conference (Asheville, NC)

November 8 - 11: ASHE Annual Conference (Houston, TX)

November 22 - 24: Thanksgiving Holiday (No Classes)

December 1: Last Day of Classes

December 4 - 13: Final Exams

December 15: Fall Commencement

2018 Spring Semester

January 8: First Day of Classes

January 15: Martin Luther King, Jr. Day (No Classes)

February 7 - 10: HEA Recruitment Weekend

March TBD: 5th Annual Scholar-Practitioner Symposium

March 3 - 7: NASPA Annual Conference (Philadelphia, PA)

March 5 – 9: Spring Break (No Classes)

March 11 - 14: ACPA Annual Conference (Houston, TX)

March 25 – 28: AABHE National Conference on Blacks in Higher Education (New Orleans, LA)

March 30 – Spring Holiday (No Classes)

April 13 – 17: AERA Annual Conference (New York City, NY)

April 27: Last Day of Classes

April 30 – May 9: Final Exams

May 12 – Spring Commencement

May 28 - June 1: AIR Annual Conference (Orlando, FL)

July 7 - 10: ACUHO-I Annual Conference (Denver, CO)