

NC STATE UNIVERSITY

College of Education

Higher Education Program



Higher Education Administration M.Ed.

Student Handbook

2023-2024

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Note: This Student Handbook is provided as a guide for students in the Higher Education Administration (HEA) Master's 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as of August 2023, but information may change in the course of the year, thus making some information inaccurate or outdated.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. 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 Administration (HEA) MED 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 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 Administration M.Ed. 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., administrators, policy makers, researchers, instructors) 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
- 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-centered institutions.

Ethical Standards and Professional Practice

All members of the Higher Education Administration 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](#)

[ASHE Statement of Ethical Principles](#)

[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



Joy Gaston Gayles
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Dr. Joy Gaston Gayles is the Head of the Department of Educational Leadership, Policy, and Human Development and an Alumni Association Distinguished Graduate Professor of Higher Education in the College of Education at North Carolina State University. Dr. Gayles is internationally recognized for her research and scholarship on women and people of color in STEM fields and her work in the area of intercollegiate athletics in higher education. Issues of equity, inclusion, and justice undergird the collective body of her work. Dr. Gayles enjoys teaching student development theory, foundations of higher education research, and college environments. Prior to joining the faculty 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 and has professional experience in academic advising and coordinator of advising for student-athletes.

Dr. Gayles' research focuses on student access, success, and outcomes of undergraduate education, most notably for student-athletes and women and underrepresented people of color in STEM fields. More broadly, diversity and equity are themes that run throughout Dr. Gayles' research agenda. She is a consultant for the National Center for Faculty Development and Diversity (NCFDD), which extends her research agenda to include faculty success and development. Her work has been published in *Inside Higher Ed*, the *Journal of Higher Education*, *Research in Higher Education*, the *Journal of College Student Development*, *The Journal of Negro Education*, and *Innovative Higher Education*. She has received numerous awards including the Zenobia L. Hikes Woman of Color in the Academy Award, The Ohio State University's Distinguished Alumni Award, and most recently The NC State Chancellor's Creating Community Award for Outstanding Faculty.



Alyssa N. Rockenbach
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Alyssa N. Rockenbach (she/her) is Alumni Distinguished Graduate Professor in the Department of Educational Leadership, Policy, and Human Development at North Carolina State University. She teaches and mentors students in the Higher Education Administration master's program and the Higher Education Opportunity, Equity, and Justice Ph.D. concentration. Alyssa's work explores questions such as:

- How do college students of different religious, secular, and spiritual identities make meaning of their lives and experience college? What helps religiously minoritized students flourish in college, especially those who are marginalized at the intersections of religion, race, gender, sexuality, class, and disability?
- How do college students develop and sustain friendships across social differences? To what extent do these friendships cultivate empathy, love, and appreciation?
- What are the facilitators of justice and equity for queer and trans people in higher education and society?
- What characterizes the communities of support forged by neurodivergent and autistic people in higher education?

Alyssa was co-Principal Investigator of a five-year national study, the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS), which explored how educational experiences shape college students' capacity to engage empathically across religious, secular, and spiritual differences. In addition to academic journals in and beyond the field of higher education, her work has been featured in media outlets such as The Chronicle of Higher Education, Inside Higher Ed, Huffington Post, Christian Science Monitor, and The Washington Post. Alyssa is co-author of the 2016 book, *How College Affects Students: 21st Century Evidence that Higher Education Works*, a synthesis of over 1,800 research studies of college impact conducted from 2002 to 2013, and she co-edited the 2012 volume, *Spirituality in College Students' Lives: Translating Research Into Practice*.

Alyssa is deeply invested in supporting students' journeys as emerging higher education scholars and professionals and creating humanizing community among graduate students. She enjoys teaching courses on college student outcomes and transformative research methods. Alyssa's pastimes include spending time with her partner and three children, reading, taking walks, dabbling in arts and crafts, and birdwatching. She received her B.A. in Psychology from California State University, Long Beach and her M.A. and Ph.D. in Education from the University of California, Los Angeles.



David English

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David English serves as Associate Teaching Professor of Higher Education in the Department of Educational Leadership, Policy and Human Development, where he has taught classes on higher education policy, organizational theory, history, and finance. David uses a sociological perspective to explore the role and function of higher education in American society, with a focus on policy and management, and student access

and success. David also currently serves as Acting Senior Vice President for Academic Affairs and the Chief Academic Officer for the University of North Carolina System. He previously served as Executive Vice Chancellor and Provost at the University of North Carolina School of the Arts, where he is also a Professor in the Division of Liberal Arts, having taught courses on the economics of higher education, college access, democracy and education, and sociology. He also worked in admissions and college access earlier in his career, including as director of the state-wide college access program CFNC.org.

David was a member of Leadership North Carolina Class XXI, a member of the 2021-22 cohort of Elevate NC: Higher Education Policy through the Hunt Institute of the Duke University Sanford School of Public Policy, was selected as the Appalachian State University Young Alumni Award Recipient in 2018, and the North Carolina State University Distinguished Alumni Award for the Higher Education program in 2019. He earned his PhD in Educational Research and Policy Analysis from North Carolina State University, his master's in Higher Education Administration, and bachelor's degrees in Management, Computer Information Systems, and Industrial Technology from Appalachian State University.



Krispin Barr
Program Coordinator
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Krispin Barr is an Assistant Teaching Professor of Higher Education at NC State University. She has 30 years of experience working in Student Affairs and Higher Education Administration at public and private institutions in the Southeast, Midwest, and Northeastern United States, including The Ohio State University, Lehigh University, and the University of North Carolina at Greensboro. Most recently, Dr. Barr served as Dean of Students at Salem College. Her areas of oversight have included Residence Life, Athletics, Student Conduct, Health Services, Counseling Services, Diversity & Leadership Education, International Student Services, Career and Professional Development, and Student Wellbeing.

Dr. Barr holds a Ph.D. in Educational Research and Policy Analysis from North Carolina State University. She received the Dissertation of the Year Award in Postsecondary Education from the American Educational Research Association (AERA) for her dissertation entitled, "The Historical Legacy of a Secret Society at Duke University (1913-1971): Cultural Hegemony and the Tenacious Ideals of the 'Big Man on Campus'". She received the NC State Kathryn M. Moore Academic Leadership Award in 2020 and the NC State Student Government Jenny Chang Award for Outstanding Student Service in 2022. Dr. Barr also holds a master's degree in Higher Education Administration from The Ohio State University and a B.A. in History from Appalachian State University where she was recognized as a Top 10 Scholar.



Jai Jackson
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Melvin (Jai) Jackson holds a doctorate in educational leadership, and research from Louisiana State University and has experience at private and public institutions of higher education. Dr. Jackson currently serves as the Assistant Vice Provost for Faculty Engagement in the Office for Institutional Equity and Diversity at NC State University. In preparation for his current role, he has served as the director of graduate student recruitment, mentoring, and success in the College of Education at NC State. Prior to that, he served as the chair of the department of advising and academic development at Zayed University in Abu Dhabi, United Arab Emirates. Jackson also previously served as director of new student programs, residence coordinator, communications coordinator, and social media consultant at Duke University.



Dean Sue Wasiolek
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Sue Wasiolek, now an adjunct associate professor at NC State, previously spent 40 years serving as the Duke University dean of students. While it is in that role she is best known, for more than a decade she's also been an adjunct associate teaching professor in the Department of Educational Leadership, Policy, and Human Development at the NC State College of Education, where she teaches the graduate level course EAC 778: Law and Higher Education. Dean Sue has 3 degrees from Duke, one from NCCU and another from UPenn.



Keon McGuire
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Keon McGuire is an associate professor of Higher Education Opportunity, Equity, and Justice. McGuire's research agenda focuses on the status and experiences of minoritized students across postsecondary educational settings. Drawing from Africana and other interdisciplinary frameworks, McGuire examines how race, gender and religion shape minoritized college students' identities and their everyday experiences. Additionally, he investigates the ways racism, sexism and heteronormativity undermine the experiences of minoritized college students as well as the ways students resist and respond to such marginalization.

He received a joint Ph.D. in Higher Education and Africana Studies from the University of Pennsylvania. In 2019, he was named a National Academy of Education (NAEd)/Spencer Postdoctoral Fellow and ACPA Emerging Scholar. His research has been published in peer-reviewed journals such as Journal of Negro Education, Journal of College Student Development, Journal of Higher Education, and Journal of Diversity in 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. Darla Deardorff
Research Scholar; Duke University

Dr. Karrie Dixon ('03)
President- Elizabeth City State University

Dr. Paula Gentius
Chief of Staff and Secretary, NC State University

Dr. Bruce Mallette ('88)
Former Vice President for Academic and Student Affairs; UNC - General Administration

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

Dr. Barry Olson ('10)

Associate Vice President for Campus Life; Western Michigan University; Former Associate Vice Provost for the Division of Academic and Student Affairs; NC State University

Dr. Doneka Scott

Vice Chancellor and Dean, Division of Academic and Student Affairs; NC State

Dr. Thomas Stafford

Former Vice Chancellor for Student Affairs; NC State University

Dr. Courtney Thornton ('06)

Associate Vice Provost for Strategy, Implementation, and Communication; NC State University

Dr. Carrie Zelna ('02)

Senior Associate Vice Chancellor in the Division of Academic and Student Affairs (DASA); NC State University

People to Know

Departmental Staff

Pauline Ellefson, Graduate Services Coordinator – pvellefs@ncsu.edu

Educational Leadership, Policy, and Human Development

Pauline 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 Valetton, Financial Specialist – avaletto@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

Jayla Moody, Doctoral Student - jsmoody@ncsu.edu

Graduate Assistant for the Higher Education Program

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

Sergio Madera-Garcia, Master's Student – smadera@ncsu.edu

President of the Higher Education Association (HEMA), the graduate student organization that plans events and programs throughout the year

Contact Sergio with any questions specific to the Higher Education Association (HEA) and how to get involved.



MASTER'S PROGRAM

Graduation Checklist (Master's)

Requirements	Credits	Grade	Semester Completed
Higher Education Core			
EAC 540: Foundations of Student Affairs	3	_____	_____
EAC 542: College Environments	3	_____	_____
EAC 543: Student Development Theory	3	_____	_____
EAC 545: Master's Professional Seminar (Capstone)	3	_____	_____
EAC 595: College Student 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 Elective(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	College Environments (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 Electives Options

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 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 (master's level) or higher. You are also able to take any 500 level or higher course in any graduate program on campus. Please note permission to enroll may be required.

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

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: College Environments

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 and the usefulness of assessment in Student Affairs practice

EAC 595: College Student 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 different 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: Varies **Recommended:** Year 1 or Year 2

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 778: Law and Higher Education

Offered: Every Spring

Explores constitutional, statutory, and case law in relationship to higher education. Emphasis on faculty, student, and staff rights and tort liability.

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. Institutions where students have completed internships include UNC-Chapel Hill, Meredith College, North Carolina Central University, Duke University, Wake Tech Community College, and High Point University 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 the 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 630: 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 the 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-Institutional 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](#).

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 in 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

General Program Information

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. For semester GSSP-related insurance and tuition journal information, please contact the GSSP Office (gradschool-gssp@ncsu.edu).

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 Administration Preview the Pack program in February of each year and via departmental emails throughout the year. If a student is seeking an assistantship, they 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 Administration 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 the Preview the Pack program.

Higher Education Administration Google Website

All students enrolled in the Higher Education Administration 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 Administration Program, such as the Student Handbook. You will also find a current Student Directory and Alumni Directory. You can access the website here:

<https://sites.google.com/a/ncsu.edu/higher-education-program/>.



STUDENT ENGAGEMENT

Higher Education Master's Association

The Higher Education Association (HEMA) is the student organization for the Higher Education Administration master's program at NC State.

HEMA Vision

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

HEMA Mission

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

HEMA members have the opportunity to participate in meaningful professional development opportunities, take on leadership roles, and engage with their peers in social events. HEMA 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 HEMA or on the executive board. The current executive board members are:

President: Sergio Madera-Garcia, Master's Student –smadera@ncsu.edu

HEMA is an active organization that encourages students to build community during their time in graduate school through participation in engagement activities such as social gatherings at popular sites in the Raleigh area, football tailgates, service projects, Preview the Pack, and a holiday "Friendsgiving" celebration. Above all, leaders of HEMA are dedicated to connecting with all students in our program and helping them feel at home at NC State.

Professional Development

Teaching and Communication Certificate

The [Teaching and Communication Certificate](#) has been designed to increase accessibility, flexibility, and transferability of teaching and communication training for all graduate students and postdocs at NC State. Based on feedback from hiring managers both inside and outside of academia, we have redesigned our offerings to emphasize the diverse audiences that advanced degree holders will face in the workplace, from undergraduate students, to industry partners, to government agencies, to the general public. Teaching, in this context, means communicating complex ideas clearly and persuasively, tailoring your message to meet the needs of your audience.

Inclusive Excellence Certificate Program

The Office for Institutional Equity and Diversity provides the [Inclusive Excellence Certificate \(IEC\)](#) program for faculty, staff and graduate students. In this thoughtful and empowering program, participants examine several aspects of diversity and inclusion that will increase their effectiveness in creating workplaces and classrooms that exhibit inclusive excellence. The IE Certificate focuses on providing the foundational components of diversity, equity and inclusion through four two-hour workshops. To earn the IE Certificate, participants must complete the program over one academic year.

Higher Education Opportunities and Initiatives

The opportunities to become further engaged in the Higher Education Administration MED Program are varied and numerous. Students can volunteer for the planning and implementation of signature programs, such as New Student Orientation, Preview the Pack, and Prepare the Pack. 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 Administration MED Program contact the Graduate Assistant for the Higher Education Program, at higher_ed@ncsu.edu.

Student/Faculty Research

Research is an important component of the graduate school experience. Students interested in gaining research experience beyond course assignments can pursue opportunities to work on research projects with other students and through independent study. If you are interested in pursuing research efforts, reach out to your advisor.

Professional Development

[The Graduate School Professional Development Workshops](#) The Graduate School offers several writing, teaching, communication, and professional development workshops and series. All workshops and development series adhere to the Attendance Policy and the Synchronous Zoom Workshop Policy. Both policies are posted at the bottom on the page.

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

The Office of Graduate Student Support Services (GSSS) in the College of Education 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. The office is dedicated to providing support for graduate students with respect to recruitment, retention, and degree completion and is located in Poe Hall 505B. Dr. Alex Knappus (askappus@ncsu.edu) is the Senior Director for Student Support.

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 PRIDE Center, Multicultural Student Affairs and the Women's Center. OIED also offers diversity and equity training through its [Education and Training](#) unit.

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 (dmschafer@ncsu.edu) is the Assistant Dean of Outreach and Diversity. Courtney Hughes (chughes5@ncsu.edu) is the Graduate Fellowship Director. 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). HE-OEJ students may also find the [Media and Educational Technology Resource Center \(METRC\)](#), 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. 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

2023 Fall Semester

August 17: New Student Orientation

August 21: First day of classes

August 25: Last day to add a course without permission

September 1: Census Date/Official Enrollment Date

September 4: Labor Day (University closed; No classes)

September 19: Wellness Day

October 9 – 10: Fall Break (No classes)

October: Schedule for 2023 Spring and Summer terms published; Shopping Cart opens

October 19: Drop/Revision Deadline

October: Enrollment begins for Spring 2023 term

November 22 – 24: Thanksgiving Holiday (No classes; University closed Thursday & Friday)

Nov. – Dec. 29 – 5: Last week of semester

December 5: Last day of classes

December 6 : Reading Day

December 7 – 13: Final Examinations

December 15: Fall grades due by 5:00 p.m.

December 16: Fall Commencement Exercises

2024 Spring Semester

January 8: First day of classes

January 12: Friday Last day to add a course without permission

January 15: Martin Luther King Jr. Day (University closed; No classes)

January 22: Census Date/Official Enrollment Date

March 6: Drop/Revision Deadline

March: Schedule for 2024 Fall term published; Shopping Cart opens

March 11 – 15: Spring Break (No classes)

March 18 - 24 ACPA23 Convention, Chicago

March: Enrollment begins for Fall 2024 term

March 9-13 NASPA24 Annual Conference, Seattle

April 17 – 23: Last week of semester

April 23: Last day of classes

April 24: Reading Day

April – May 25 – 1: Final Examinations

May 3: Spring grades due by 5:00 p.m.

May 4: Spring Commencement Exercises