

# Higher Education and Student Development

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## *Chair, Skip Trudeau*

The Master of Arts in Higher Education and Student Development (MAHE) program is built upon a longstanding institutional commitment to whole-person, Christ-centered higher education. This foundation supports a distinctive community culture in which all members—students, faculty, staff, and administration—are encouraged to partner together to facilitate a robust and dynamic educational enterprise combining academic excellence, personal support, and Christian vision. The program employs an engaged instructional methodology to teach, model, and promote whole-person education; prepare students to serve in a variety of higher educational roles and contexts; and cultivate change agents who will provide exemplary higher educational service and leadership from a Christian perspective.

This program is designed to help students connect to the best of higher educational research, thought, and practice in order to form a distinctive, personal educational philosophy that will equip them to serve and inspire college students in a manner that helps to nurture growth and fullness in all areas of their lives. In accordance with our philosophy of higher education and acknowledged professional standards, the program will focus on the following learning outcomes:

1. College student learning and development: Program graduates will be able to describe the major elements and issues of college student development and will demonstrate the capacity to apply developmental understandings in professional practice.
  - Counseling and referral: Graduates will demonstrate an understanding of and proficiency with basic helping skills as well as the skills and knowledge required to provide referrals to students needing professional mental health care.
  - Student learning: Graduates will possess knowledge of the student learning paradigm and demonstrate proficiency at promoting, developing and implementing a “seamless curriculum.”
  - Spiritual development: Graduates will display personal spiritual maturity and the clear ability to effectively and appropriately integrate faith and practice. Additionally, graduates will possess the knowledge and skills necessary to promote student spiritual formation. This outcome forms the foundation of the whole person philosophy of this Christ-centered program and its graduates.
2. Leadership for change: Graduates will demonstrate an understanding of the theoretical and practical principles for leading change. Additionally, graduates will develop a personal model of leadership and gain experience by assisting in undergraduate leadership development initiatives.
  - Administration and governance: Graduates will be aware of the unique administrative, organizational and governance issues and structures present in higher education. In addition, they will demonstrate the ability navigate and work effectively within these structures.
  - Higher education finance: Graduates will exhibit an understanding of higher education finance and funding structures as well as the ability to construct, and manage institutional and departmental budgets.
  - Program Development: Graduates will exhibit theoretical understanding and organizational skills necessary for the development and implementation of effective educational curricula and programs.
  - Legal issues in higher education: Graduates will gain exposure to legal concepts and issues in higher education and demonstrate practical knowledge of working with legal counsel.
  - Global engagement: Graduates will understand higher education within a global context and be prepared to skillfully operate within multiple cultural environments.
  - Contemporary issues and trends in higher education: Graduates will demonstrate knowledge and understanding of significant issues and trends in higher education. Additionally, they will possess a practical understanding of methods of identifying and evaluating contemporary developments.
3. Educational values, philosophy, and history: Graduates will possess knowledge of the philosophical, psychological, and sociological underpinnings of American higher education. Additionally, they will be able to discern important implications of these foundations in the practice of program and curriculum design and implementation.
  - History of higher education: Graduates will demonstrate knowledge and understanding of the key historical events, movements, and trends that have shaped American higher education.
4. Research, scholarship, and assessment: Graduates will demonstrate research proficiency necessary for the purposes of program assessment and improvement, development of optimal educational practice, and the advancement of knowledge in the field. Students will participate in original research and have opportunities to present and or publish findings professionally.
  - Assessment: Graduates will have an understanding of the principles of program assessment, skills needed to construct such assessments, and the knowledge of how to incorporate assessment findings into continuous quality improvement.
5. Experiential learning: Graduates will gain hands-on professional experience through participation in a variety of practicum and internship opportunities.

## Higher Education and Student Development (MA)

The Master of Arts degree in Higher Education and Student Development requires 40 hours and the successful completion of a thesis is required for graduation. Students may request an extension for completion by August 15. The extension must be approved by the thesis supervisor and the program chair. If a student fails to complete the thesis prior to August 15, the student must maintain continuous enrollment and will be charged a continuation fee, currently \$500, each term until the thesis is complete.

### Student Core

|         |   |  |
|---------|---|--|
| HED 510 | 3 | College Student Development                          |
| HED 520 | 3 | College Student Mental Health                        |
| HED 610 | 3 | Spiritual Formation                                  |
| HED 630 | 3 | Facilitating Student Learning                        |
| HED 695 | 3 | Capstone in Higher Education and Student Development |

### Leadership and Administration Core

|         |   |   |
|---------|---|---|
| HED 620 | 1 | International Higher Education: Global Student Mobility                     |
| HED 640 | 3 | Assessment of Learning in Higher Education                                  |
| HED 645 | 2 | Comparative International Higher Education and Introduction to Study Abroad |
| HED 650 | 3 | Leadership and Administration in Higher Education                           |

### History and Foundations Core

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|---------|---|---|
| HED 530 | 3 | Organization, Governance, and Culture in Higher Education |
| HED 550 | 3 | History and Foundations of Higher Education               |

### Research and Inquiry Core

|         |   |                                     |
|---------|---|-------------------------------------|
| HED 582 | 2 | Higher Education Research           |
| HED 691 | 2 | Inquiry in Higher Education         |
| HED 790 | 2 | Advanced Research and Data Analysis |

### Internship and Professional Development Core

|         |   |                                     |
|---------|---|-------------------------------------|
| HED 585 | 1 | Professional Development Seminar I  |
| HED 592 | 2 | Internship                          |
| HED 685 | 1 | Professional Development Seminar II |

## Higher Education and Student Development Courses

**HED 510 College Student Development 3 hours**  
This course explores the specific developmental patterns and issues of college students.

**HED 520 College Student Mental Health 3 hours**  
This course explores and promotes a wellness model to facilitate optimal college student mental health. Additionally the course will seek to provide key knowledge and skills necessary to work effectively with college students. Attention will be given to the promotion of healthy lifestyle choices, recognizing and intervening in common problem behavior areas, and the development of helping/counseling skills.

**HED 530 Organization, Governance, and Culture in Higher Education 3 hours**  
This course explores the unique administrative and governance structures present in higher education as well as the influence and importance of organizational culture.

**HED 550 History and Foundations of Higher Education 3 hours**  
This course investigates the significant historical and philosophical trends that have influenced and shaped American higher education.

**HED 582 Higher Education Research 2 hours**  
This course provides an introduction to research methodology in higher education. Students are asked to develop a foundational understanding of the practitioner-scholar model in relationship to their training within higher education. Students will also begin development of their thesis project.

**HED 585 Professional Development Seminar I 1 hour**  
This seminar style course will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

**HED 592 Internship 2 hours**  
First direct supervised experience within an institutional office or program. Student will assume direct responsibility for a specific project or program.

**HED 610 Spiritual Formation 3 hours**  
This course focuses on the elements of spiritual formation as well as methods and considerations necessary for facilitating committed Christian discipleship.

**HED 620 International Higher Education: Global Student Mobility 1 hour**  
This course prepares students to better understand and accommodate the unique needs of international students within their responsibilities in U.S. of international higher education.

**HED 630 Facilitating Student Learning 3 hours**  
This course is designed to explore the student learning paradigm and its applications to higher educational practice.

**HED 640 Assessment of Learning in Higher Education 3 hours**  
This course explores the assessment movement in higher education with an emphasis on developing assessment strategies and designing useful goals and measures of student learning and program effectiveness. A key component of this course will be assessment for continuous quality improvement.

**HED 645 Comparative International Higher Education and Introduction to Study Abroad 2 hours**  
The focus of the course is to allow for a comparative analysis of higher educational policy and practice between the U.S. and other international locations. This will be accomplished by lecture, discussion of readings, and international site visits. These visits will allow students to explore and observe a variety of international institutions and interact with the administrators, faculty and students of these institutions. As a result, students will understand the key differences and similarities between American and higher educational practices in other parts of the world. Additionally, students will develop a practical understanding of planning and leading a study abroad experience.

**HED 650 Leadership and Administration in Higher Education 3 hours**  
This course explores the administrative structures common in higher education as well as key leadership issues present and skills necessary to effectively navigate, design and maintain critical systems, and lead change.

**HED 685 Professional Development Seminar II 1 hour**  
Professional development seminars will be taken by all students during the spring of the first year and the fall of the second year. These seminar style courses will explore a variety of current events and trends in higher educational topics as well as issues of career planning and development.

**HED 691 Inquiry in Higher Education 2 hours**  
This course surveys common statistical concepts and design strategies used in higher educational research.

**HED 695 Capstone in Higher Education and Student Development 3 hours**  
The capstone course and the completed thesis serve as the two culminating experiences of students seeking the M.A. degree in Higher Education and Student Development. This seminar style course will help students to refine their philosophical, practical, and vocational understandings of higher education in order to prepare them to launch their professional journey. The ultimate purpose of the course is to help students to nurture a concrete understanding of the vital connection between theory and practice for both their own service and for the broader realm of higher education.

**HED 790/791 Advanced Research and Data Analysis 2 hours**  
Continuation of Inquiry in Higher Education and culminates in the crafting of a publishable thesis.

**HED 795 Program Continuation 0 hours**  
To be used by students who have completed all degree requirements except thesis or internship. Available only to students who are working under the supervision of a faculty advisor and with the approval of the program chair/director.