Student Handbook

DEPARTMENT OF HIGHER EDUCATION

Master of Arts in Higher Education/Student Personnel

Residential MA—Emphasis in Student Affairs

THE UNIVERSITY *of* MISSISSIPPI | School of Education
Higher Education

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Welcome

Welcome to the Residential Master of Arts in Higher Education/Student Personnel program in the Department of Higher Education at The University of Mississippi!

The Residential M.A. program provides professional preparation for those who are or will be employed in the administration of student affairs, student life, student services, or other co-curricular positions at a college or university.

Most of our full-time master's students hold graduate assistantships on campus. Half-time assistantships have a service commitment of 20 hours/week. In exchange, they cover fall and spring tuition and provide a stipend, the amount of which varies by site and the level of the graduate student. Quarter-time assistantships have a service commitment of 10 hours/week. In exchange, they cover 75% of fall and spring tuition and provide a stipend, the amount of which varies by site and the level of the graduate student.

This handbook contains information about the Department, course offerings, and program policies. In addition to the handbook, M.A. students should familiarize themselves with the University's Graduate Catalog, and Policy Directory. The Graduate Catalog contains specific information regarding admission policies, academic regulations, and requirements for degrees. Keep in mind that the Graduate Catalog establishes minimum University requirements, and it is within the right of a department or program to establish policies that exceed minimum standards.

Higher Education Faculty and Staff

Neal H. Hutchens, J.D., Ph.D.	Department Chair and Professor
Macey Edmondson, J.D., Ph.D.	Clinical Assistant Professor
Phillis George, Ph.D.	Associate Professor
George S. McClellan, Ph.D.	Associate Professor
Kerry Brian Melear, Ph.D.	Professor and Affiliate Faculty, School of Law
Whitney Webb, Ph.D.	Assistant Dean and Assistant Professor
Amy E. Wells Dolan, Ph.D.	Associate Dean and Professor
Kim Chrestman	Administrative Coordinator I

MASTER OF ARTS (RESIDENTIAL) IN HIGHER EDUCATION/STUDENT PERSONNEL

The Residential Master of Arts in Higher Education/Student Personnel is a 36-hour program examining the various aspects of higher education administration. The program fosters a strong theoretical understanding of the underpinnings of college and university function, including the functions around student life. This program also provides professional preparation through practicum and graduate assistantship opportunities for those seeking full-time enrollment.

The program is designed for those who seek to work at a college or university in different administrative roles, such as financial aid, housing, or other areas of postsecondary education.

The Residential M.A. program is framed by the Professional Competencies articulated by the National Association of Student Personnel Administrators and the American College Personnel Association.[1]

A summary of those competencies follows:

Advising and Supporting: Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

Assessment, Evaluation, and Research (AER): The Assessment, Evaluation, and Research competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

Law, Policy, & Governance: The Law, Policy, and Governance competency area includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.

Leadership: The Leadership competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

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[1] https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competency_Rubrics_Full.pdf

Organizational and Human Resources: The Organizational and Human Resources competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management, and sustainable resources.

Personal and Ethical Foundations: The Personal and Ethical Foundations competency area involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.

Social Justice and Inclusion: While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

Student Learning and Development: The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

Technology: The Technology competency area focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities.

Values, Philosophy, and History: This competency involves knowledge, skills, and dispositions that connect the values, philosophy, and history of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

The degree culminates with a capstone project. The capstone project provides the opportunity for students to demonstrate the competencies developed in the program experience. More information on these competency areas is provided *infra.*

You should also regularly read higher education publications such as *The Chronicle of Higher Education* and *insidehighereducation.com* to remain current with developments in the field.

PROGRAM COURSES

Foundations Area (required):

EDFD 609: Cultural Context of Education
EDRS 605 Educational Research I

Core Courses (required):

EDHE 656 Student Services in Higher Education (1st semester)
EDHE 659 Finance of Higher Education EDHE 660 History of Higher Education EDHE 664 Law in Higher Education
EDHE 665 Contemporary Issues of Higher Education EDHE 667 Practicum in Student Personnel Services EDHE 668 Practicum in Student Personnel Services (required only of students having no higher education work experience and no current assistantship in higher education)
EDHE 671 The College and the Student (1st semester)

Elective Courses: (Six Semester hours):

EDLD 630 Organization - Environment Interaction EDHE 651 Advanced Individualized Study (advisor approval required)
EDHE 657 Comparative Higher Education
EDHE 658 Organization & Governance of Higher
Education
EDHE 661 The Community College
EDHE 662 College Teaching
EDHE 663 Curriculum in Higher Education
EDHE 668 Practicum in Student Personnel Services EDHE 669 Human Resources in Higher Education EDHE 670 Special Topics in Higher Education COUN 570 Multicultural Issues in Counseling COUN 680 Career Counseling
EDRS 601 Educational Statistics I

Course descriptions are available at the following link: https://catalog.olemiss.edu/education/courses

THE CAPSTONE PROJECT

The capstone project for the Residential M.A. in Higher Education/Student Personnel is designed to reiterate and highlight learning experiences developed throughout the course of the program and reflect the NASPA/ACPA competencies noted above. In its present format, it entails an online portfolio of learning experiences that are developed in EDHE 665, Contemporary Issues in Higher Education, which is to be taken in the final semester of coursework. More detailed information on the capstone provided is provided during that course, but students should be prepared to submit examples of sound academic work that supports their educational experience and to prepare an online portfolio to house that work. This will also aid completing students in the employment recruitment process.

GRADUATION REQUIREMENTS

Students should enroll in EDHE 656 (Student Services in Higher Education) and EDHE 671 (The College and the Student) during their first semester in the program. EDRS 605 (Educational Research I) is suggested during the first year of the program.

In addition to the policies outlined in the Graduate School catalog, students must (a) maintain an overall B average in all graduate courses; (b) earn a C or better in each graduate course; (c) not earn a C in more than one graduate course. Otherwise stated, students will be dismissed from the program for earning lower than a C in any course, a C in two or more courses, or having less than a B average (i.e., B-) in all graduate courses.

Students will be required to apply for re-admission into the program if they do not maintain continuous enrollment. According to the graduate school, "minimum enrollment to fulfill this requirement is 3 hours of graduate-level course work for fall, spring, or summer terms, with enrollment for at least two of these three periods being required for any 12-month period."

GRADUATE SCHOOL FORMS

All Residential M.A. in Higher Education/Student Personnel students should visit the Graduate School website and familiarize themselves with the various resources available. The general webpage is located here:

https://gradschool.olemiss.edu/home/

The *Forms and Manuals Library*, which contains information you will need as you proceed toward graduation is located here:

https://gradschool.olemiss.edu/current-students/forms-and-manuals-library/

STUDENT PERSONNEL ASSOCIATION

The Student Personnel Association (SPA) is a registered student organization for individuals interested in the current status of higher education and the development of students. We strongly recommend that you become a member of SPA to further your professional development.

The SPA website is here: https://www.highered.olemiss.edu/student-personnel-association-spa

OTHER USEFUL LINKS

COVID-2019 information: https://coronavirus.olemiss.edu/

The academic calendar: https://registrar.olemiss.edu/academic-calendar/

Student Disability Services: https://sds.olemiss.edu/

Office of Diversity and Inclusion: https://diversity.olemiss.edu/

J.D. Williams Library: https://libraries.olemiss.edu/

Graduate Writing Center: https://rhetoric.olemiss.edu/writing-centers/gwc/

Oxford/University Bus Routes: https://outransit.com/

Graduate Student Organizations: https://gradschool.olemiss.edu/student-organizations/

- Graduate Student Council
- Black Graduate and Professional Student Association
- Graduate Women's Group
- International Student Organizations
- Oxford Campus Organization Listing