

STETSON UNIVERSITY

Higher Education Administration and Supervision Course Descriptions

36 Credit Hour Program

Core Program Courses:

EDUC 503. History and Philosophy of Higher Education. 3 Credits.

The purpose of this course is to examine the development of higher education in the United States from the colonial period to present time. This course examines the perspectives which informed the evolution of higher education in the United States and identifies the populations that historically had access to higher education. This course will also address the contemporary practices and problems in higher education, including regional, state-level, national, and international trends impacting higher education. The end goal of this course is for students to be able to articulate how higher education contributes to creating a functional and productive society.

EDUC 506. Higher Education Leadership Theory. 3 Credits.

The purpose of this course is for students to identify the various theories that inform leadership education for both scholars and practitioners. Students will identify different leadership theories and apply those leadership theories to settings within higher education administration and supervision. This course will also examine how existing leadership theories apply to governing boards, administration, faculty, and other stakeholders within the context of higher education. The end goal of this course is for students to identify their own personal leadership style or styles and situate their own style within the existing context of higher education administration and supervision.

EDUC 508. The Role of Faculty in Higher Education. 3 Credits.

This course explains the purpose of faculty in higher education and their intersection with other campus personnel. This course examines the three pillars of faculty development; teaching, scholarship, and service, and how higher education institutions utilize faculty to enhance those pillars for their institution. Students will identify how faculty influence and are influenced by other stakeholders, including students, student affairs professionals, parents, community members, and governing boards. Differences between tenure and non-tenure track professors, as well as professor of practice, adjunct professors, and instructors will be discussed. Additionally, this course will examine new, 21st Century models for faculty, including online delivery models and living-learning communities with faculty in residence, and Fullbright positions.

EDUC 509. Higher Education Theories and College Student Development. 3 Credits.

This course provides an introduction to the major research and theories related to college student development. Students will examine theories related to cognitive, psychosocial, and social identity development and adult learning. This course will emphasize the development of postsecondary education students, including first-time in college students, non-traditional adult learners, first-generation students, and minority students. This course will be framed from an equity perspective, and analyze the uniqueness of each type of student learner and how theories of higher education and college student development can apply to their success.

General Eight Courses:

EDUC 507. Student Personnel Services in Higher Education. 3 Credits.

This course provides a comprehensive overview of the role of student personnel and their role within higher education. Career exploration and development in both academic administration and student affairs is discussed, with an emphasis on how student affairs practitioners can influence and assist academic administration to create a comprehensive higher education system. Student personnel roles including housing and residence life, Title IX, academic advising, career services, fraternity and sorority life, will be examined in the context of their broader role within a higher education institution.

EDUC 520. Higher Education Internship I. 3 Credits.

Higher Education Internship I provides hands-on experiences at an internship site and traditional classroom-based learning environments to integrate the theory and practice of higher education administration and supervision. Students will have the opportunity to explore potential careers in higher education and build and increase their professional networks. This course will combine both lecture and practical experiences for students, and will require a 120 hour internship (50 hours will have already been embedded as part of embedded tasks from their previous 5 traditional courses) of which 70 of those 120 hours must be earned during the summer semester in a role outside of the student's current position. As part of this course, students will complete a research project on a Higher Education Institution outside of Florida which must be part of the Southern Regional Education Board (SREB), a 16-state consortium of higher education institutions, and establish a topic for a capstone research project bridging theory to practice which will conclude at the end of their second internship course the following summer. Prerequisite: Students must have achieved candidacy through the successful completion of their four, first-year courses (12 credits).

EDUC 510. Student Retention. 3 Credits.

This course examines a critical area for higher education administration and supervision personnel, the topic of college student retention. Social and cultural factors that influence student performance and retention such as race, gender, socioeconomic status, and ethnicity will be evaluated, as well as institutional policies specific to higher education institutions. This course will look at the broader political scope and sequence of retention, and will explain how retention is measured by each institution under each state's individual guidelines for retention. Additionally, P-12 programs such as dual-enrollment, Advancement Placement, and International Baccalaureate, and also community college partnerships with four-year institutions will be explored, in an effort to demonstrate how those programs can influence student retention.

EDUC 511. Law and Ethics in Higher Education. 3 Credits.

This course is designed to inform students of legal and ethical issues in higher education. Students will become familiarized with statutory and case law related to higher education and apply those legal concepts to common issues in the field. Topics in this course include Title IX, Americans with Disabilities Act (ADA), academic freedom, affirmative action, and financial aid. Students will establish their own personal code of ethics as a part of this course, and identify how that code of ethics intersects within the context of higher education institutions.

EDUC 512. Finance in Higher Education. 3 Credits.

This course will provide students with an overview of the principles and practices of finance in higher education. Federal, state, and local policies impacting the funding of higher education will be discussed, including revenue sources for higher education. Short-term and long-term investment strategies will be discussed in relation to increasing institutional capital, and budgeting strategies will also be analyzed. Students will explore the overall cost of education - including who should pay for higher education and how much should be paid for higher education. Finally, performance funding, and its role within both state and federal education will be explored.

EDUC 513. Multiculturalism and International Higher Education. 3 Credits.

This course will explore various models of education and examine how race, ethnicity, and culture influence a student's experience in higher education. Diversity and equity is a considerable focus on this course, both for underrepresented cultures and international students. This course will prepare practitioners for enlightened citizenship and appropriate practices in an ever-growing multicultural society. Additionally, comparative and international education will be addressed, specifically comparing other international higher education institutions to the United States higher education system. Discussion in this class will include such areas as race, exceptionality, ethnicity, gender, class, ages, differentiated life styles and life choices, and religion.

EDUC 515. Higher Education Measurement, Evaluation, and Accreditation. 3 Credits.

This course addresses traditional measurement and evaluation practices used across higher education. Graduation rates, performance tracking, grading procedures, and program evaluation will be discussed in this class. In addition to understanding measurement and evaluation, methods of communicating assessment results to students and effective academic support will be addressed as well. This course will also address accreditation processes at the federal, state, and local level, both at the institutional level and program level. Students will explore various national and regional models of education and apply them to different programs across a higher education institution.

EDUC 521. Higher Education Internship II. 3 Credits.

Higher Education Internship II provides hands-on experiences at an internship site and traditional classroom-based learning environments to integrate the theory and practice of higher education administration and supervision. Students will have the opportunity to explore potential careers in higher education and build and increase their professional networks. This course will combine both lecture and practical experiences for students, and will require a 120 hour internship (50 hours will have already been embedded as part of embedded tasks from their previous 5 traditional courses) of which 70 of those 120 hours must be earned during the summer semester in a role outside of the student's current position. As part of this course, students will complete an action research project about a problem or challenge that exists in their current or desired role within higher education. Prerequisite: [EDUC 520](#).