PROGRAM GUIDE

MASTER OF EDUCATION DEGREE (M.ED.) IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES
HIGHER EDUCATION ADMINISTRATION CONCENTRATION

Department of Educational Leadership and Policy Studies
University of Texas at San Antonio

Note: This program guide is subject to change without notification. Updates are available from ELPS faculty and in the department office. This handbook does not substitute for information contained in the UTSA Graduate Catalog.

Approved: 04/02/07
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Introduction

This guide is intended to provide general information for students pursuing the Master of Education degree (M.Ed.) in Educational Leadership and Policy Studies with a concentration in Higher Education Administration. All students are urged to consult with their ELPS faculty advisor and the ELPS Student Development Specialist for clarification or additional information. The UTSA Graduate Catalog includes all applicable program requirements.

Graduate studies involve a more scholarly form of engagement than undergraduate studies. Expect to read and internalize research and question it so that you can enhance your ability to apply knowledge to inquiry and practice.

Program Advisement

Attend the orientation meeting during your first semester of enrollment. Sign-up for the UTSA HEAD Listserv by contacting Elisha Reynolds at elisha.reynolds@utsa.edu. The HEAD Listserv provides timely information on program issues (e.g., comprehensive exam, internship, jobs).

After receiving your official admission letter from the Graduate School, please take advantage of the student advising resources that are available at the University. Please contact the following individuals or offices for assistance as you begin the program:

- **University Resources.** If you have questions regarding financial aid (http://www.utsa.edu/financialaid/), disability services (http://www.utsa.edu/disability/), and/or parking and transportation services (http://www.utsa.edu/parking/) please contact that specific office.
- **Your assigned advisor.** Please meet with your advisor early on in your program if you have questions about coursework and/or if you want to discuss graduate transfer credits you MAY have from other institutions.
- **Student Development Specialist.** If you require any forms, are delaying enrollment or there are conditions on your admission (see Official Admission Letter from the Graduate School), please contact the Student Development Specialist.

For purposes of advising, you will be assigned a faculty advisor who signs off on academic documents, such as your preliminary program of study. They will also help to answer questions about the academic program curriculum and what you can expect while you are in the program as a graduate student. However, faculty members are not in a position to provide information about other matters, such as financial aid, registration, or labor market prospects for graduates of the program. This information is available through appropriate university offices devoted to these subjects.

While students can take any coursework except for the internship and comprehensive exam in the order they wish, it is strongly recommended that students take the Core Course Research Methods during their first semester. This course provides students with the foundation to understand the research in the articles in other coursework. Students should take the other Core Courses as early as possible. Other than Research Methods and other Core Courses, it is strongly recommended that you take other higher
education coursework (HSA courses) whenever they are offered (please consult Column 3 of the Modified Course Plan found at the end of this document). This is because the non-Core HSA courses are offered less often than the Core Courses. So, you may delay your progress toward the degree if you do not take those courses when they are offered. The only course that students cannot take until their last semester of coursework is the Internship.

Core Courses may enroll students from multiple departments. It should be noted that students are responsible for applying content from these courses to their own focus of study. Core courses represent broad interdisciplinary foundations that all students are expected to study and acquire.

For additional information about applying, getting registered, and orientation, please contact the Student Development Specialist. Contact information for the Student Development Specialist is provided later in this handbook.
Program Requirements

Coursework

The required program of study is as follows:

Core Requirements (9 Credits)

____ EDU 5003 - Research Methods
____ EDL 5303 - Human Relations in Educational Administration
____ EDU 6223 - Education in a Culturally and Linguistically Diverse Society

Higher Education Administration Requirements (27 credits)

____ HSA 5003 - History of American Higher Education
____ HSA 5023 - Foundation and Function of College Student Personnel
____ HSA 6503 - The Community College
____ HSA 5103 - College Student Development
____ HSA 5203 - Multicultural Issues in Higher Education
____ HSA 6003 - Higher Education Law
____ HSA 6123 - Program Planning and Evaluation in Higher Education and Student Affairs
____ HSA 6143 - Administration of Student Services in Higher Education
____ HSA 6943 - Internship in Higher Education

Notes: Register as early as possible to ensure that you are able to enroll in the courses you desire.

Up to six semester credit hours of graduate courses may be transferred with Registrar and ELPS faculty advisor approval.

Additional Requirements

The Comprehensive Examination must be taken no earlier than the last semester of the M.Ed. program (offered only in the fall and spring).
Internship Authorization

Students must take the internship (HSA 6943) in their last semester of enrollment before graduation. During their next-to-last semester of study, students must be cleared by their ELPS faculty advisor to register for the internship. To be authorized to enroll in the internship, these guidelines must be followed:

1. Students must complete the Internship Clearance Form, obtain their advisor’s signature, and return it to the Student Development Specialist. This form is located on the wall outside the Student Development Specialist's Office, MB 3.480, and also on the department website, http://education.uta.edu/educational_leadership_and_policy_studies
2. Students need to meet with their advisor so that he or she can verify the student’s eligibility. Students should bring an Internship Clearance Form, Course Plan, and unofficial transcripts. They can obtain a Course Plan from the department website and their unofficial transcripts from ASAP. If there are any courses not accounted for in the student’s Course Plan, the student will be contacted by his/her faculty advisor.
3. The Student Development Specialist will contact the student when he or she is clear to enroll in the internship.

Filing a Course Plan

It is the responsibility of the student to file a Course Plan with the Graduate School in order to graduate. The Course Plan includes all of the courses required in the program of study (see above). Each student, in consultation with his/her assigned ELPS faculty advisor, should complete a preliminary Course Plan during the first semester of study in the program. Early during the last semester of study, the student must submit the final signed Course Plan to the Graduate School if it has not already been filed.

Comprehensive Examination and Graduation

Early in their last semester of coursework, students must register for the Master of Education comprehensive examination in the ELPS Department Office (MB 3.310) and sign up for graduation through the UTSA ASAP system. Comprehensive examinations are only offered in the fall and spring semesters. After passing the examination and applying for graduation by the posted deadline, students may participate in the commencement ceremony.

Students will engage in a Comprehensive Examination that is incorporated into the internship class, HSA 6943. The Comprehensive Exam will contribute 10% to students’ course grade in HSA 6943: Internship in Higher Education and will consist of two components: (1) a 7 – 10 page paper and (2) a 15 minute oral presentation that summarizes the problem/issue and the work students did in their paper. Both of these components will focus on a real-world problem/issue that students have observed or encountered in their current or past work, other professional situations, or in their internship.
Important Tasks and Deadlines

- Meet with your advisor 
  During first long semester of enrollment (fall or spring)
- Attend orientation meeting 
  First semester of enrollment or earlier (not in summer)
- Sign up for internship 
  Next-to-last semester of enrollment
- Sign up for comprehensive exam 
  Early in last semester of enrollment (not in summer)
- Complete final Course Plan 
  Early in last semester of enrollment
- File for graduation 
  Early in last semester of enrollment
- Complete comprehensive exam 
  Last semester of enrollment
- Attend graduation (M.Ed. students) 
  Early December for fall commencement
  Early May for spring commencement

Contacts

ELPS Department Office 
MB 3.310 458-5436
Graduate Advisor of Record (Gloria Crisp) 
MB 3.472 458-7191; gloria.crisp@utsa.edu
Student Development Specialist (Elisha Reynolds) 
MB 3.480 458-6620; elisha.reynolds@utsa.edu

Other Offices

Graduate School PNB 2.210 458-4331 
http://graduateschool.utsa.edu/
Financial Aid JPL 1.01.04 458-8000 
http://utsa.edu/financialaid/index.html
Parking Services MS 1.01.52 458-7275 
http://www.utsa.edu/auxiliary/parking.html
Disability Services MS 3.01.06 458-4157 
http://utsa.edu/disability/
Veterans Affairs MHB 3.01.26 458-4540 
http://utsa.edu/va/
### COURSE PLAN (INCLUDING TENTATIVE COURSE SCHEDULE)

M.Ed. with Concentration in Higher Education Administration

- **PRELIMINARY PLAN**
- **REVISED PLAN**
- **FINAL PLAN**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Banner ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>Concentration:</td>
<td>Catalog Year:</td>
</tr>
<tr>
<td>Student Name:</td>
<td>Banner ID:</td>
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<td>Email:</td>
<td>Telephone:</td>
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<tr>
<td>Concentration:</td>
<td>Catalog Year:</td>
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</tbody>
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#### Core Requirements (9 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5003</td>
<td>Research Methods</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDL 5303</td>
<td>Human Relations in Educational Administration</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDU 6223</td>
<td>Education in a Culturally and Linguistically Diverse Society</td>
<td>Fall, Spring, Summer</td>
</tr>
</tbody>
</table>

#### Higher Education Administration Requirements (27 semester credit hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 5003</td>
<td>History of American Higher Education</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>HSA 5023</td>
<td>Foundation and Function of College Student Personnel</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>HSA 5103</td>
<td>College Student Development</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>HSA 5203</td>
<td>Multicultural Issues in Higher Education</td>
<td>Fall, Summer</td>
</tr>
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<td>HSA 6003</td>
<td>Higher Education Law</td>
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<td>Program Planning and Evaluation in Higher Education and Student Affairs</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>HSA 6143</td>
<td>Administration of Student Services in Higher Education</td>
<td>Spring, Summer</td>
</tr>
<tr>
<td>HSA 6503</td>
<td>The Community College</td>
<td>Spring, Summer</td>
</tr>
<tr>
<td>HSA 6943</td>
<td>Internship in Higher Education</td>
<td>Fall, Spring, Summer</td>
</tr>
</tbody>
</table>

#### Approvals:

- Student: ___________________________ Date: _____________
- ELPS Faculty Advisor: ___________________________ Date: _____________

1. Note that all course offerings are tentative since courses may be cancelled if fewer than the required number of students register.
Instructions

Complete this form in accordance with the requirements of your program of study. Consult your ELPS faculty advisor if you have questions. During your next-to-last-semester, please submit the completed form to the SDS when applying for internship clearance. Completion of a preliminary Course Plan in consultation with your ELPS faculty advisor and upon admission to the program is highly recommended.

Column 1: Enter the course number and course title (e.g., EDU 5003).
Column 2: Enter the course title (e.g., Research Methods).
Column 3: Enter semester and year the course was completed (e.g., Fall 2007).
Column 4: Enter the grade received. If the course is in progress, enter IP.
Column 5: If the course was not completed at UTSA, provide the name of university where course was completed.

If a course is being substituted for a required course, first enter the required course number and title then below it in the same cell enter the substitute course number and title. Enter the word “Substitute” before the substitute course number and show institution where course was taken in column 5.

Transfer courses for the M.Ed. program are limited to six semester credit hours and must be approved by the Registrar and the ELPS faculty advisor.

Sign the form and submit it to your ELPS faculty advisor for additional approvals.
Appendix 2

Organizations

ACPA College Student Educators International
http://www2.myacpa.org/acpa-home

American Association of Community Colleges
http://www.aacc.nche.edu/
Founded in 1920, this organization is the primary advocate at the national level for community colleges. “AACC supports and promotes its member colleges through policy initiatives, innovative programs, research and information and strategic outreach to business and industry and the national news media.”

American Association for Women in Community Colleges
http://www.aawccnatl.org/
The American Association for Women in Community Colleges is committed to equity and excellence in education and employment for women in community, junior, and technical colleges.

American Council on Education
http://www.acenet.edu/
The American Council on Education is the nation's coordinating higher education association. Its approximately 1,800 members include accredited, degree-granting colleges and universities from all sectors of higher education and other education and education-related organizations.

American Indian Higher Education Consortium
http://www.aihec.org/
The American Indian Higher Education Consortium is an informal collaboration among 32 member colleges. The Consortium's mission is to support the work of these institutions and the national movement for tribal self-determination.

Association of Community College Trustees
http://www.acct.org/
The Association of Community College Trustees is a nonprofit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States, Canada, and England.

Aspen Institute
http://www.aspeninstitute.org/
The Aspen Institute is an educational and policy studies organization based in Washington, DC. Its mission is to foster leadership based on enduring values and to provide a nonpartisan venue for dealing with critical issues.

Carnegie Foundation for the Advancement of Teaching
http://www.carnegiefoundation.org/
Founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, the Carnegie Foundation for the Advancement of Teaching is an independent policy and research center. Improving teaching and learning has always been Carnegie’s motivation and heritage.

Community College Association of Texas Trustees
http://www.texastrustees.org/
The Mission of this new organization founded in 2008 is "to unite and mobilize college trustees to work with the Texas Association of Community Colleges in advocating for and further advancing education, education related legislation, and increased recognition of the impact of community colleges on the economy of Texas."

Community College Research Center
http://ccrc.tc.columbia.edu/History.asp
The Community College Research Center (CCRC) is the leading independent authority on the nation’s more than 1,200 two-year colleges. Since our inception, CCRC’s consortium of researchers has strategically assessed the problems and performances of community colleges. Our mission is to conduct research on the major issues affecting community colleges in the United States and to contribute to the development of practice and policy that expands access to higher education and promotes success for all students. CCRC’s extensive body of research provides a strong foundation on which to build new policies and initiatives to improve the outcomes of these institutions so integral to the higher education system, employment landscape, and national economy.

Commission on Colleges
Southern Association of Colleges and Schools
http://www.sacscoc.org/
The Commission on Colleges of the Southern Association of Colleges and Schools is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission’s mission is the enhancement of educational quality throughout the region and it strives to improve the effectiveness of institutions by ensuring that institutions meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master’s, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.”

Hispanic Association of Colleges and Universities (HACU)
http://www.hacu.net
The Champions of Hispanic Success in Higher Education, HACU represents more than 350 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America and Spain. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSI).

Legal Information Institute
http://www.law.cornell.edu/
A not-for-profit group that believes everyone should be able to read and understand the laws that govern them without cost. It is a small research, engineering, and editorial group housed at the Cornell Law School in Ithaca, NY. Collaborators include publishers, legal scholars, computer scientists, government agencies, and other groups and individuals that promote open access to law, worldwide.

League for Innovation in the Community College
http://www.league.org/
The League for Innovation in the Community College is an international organization dedicated to the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with our member colleges, corporate partners, and other agencies.

National Academic Advising Association
http://www.nacada.ksu.edu/
“The NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA) promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.”

National Association for Developmental Education
http://www.nade.net/
NADE seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators.

National Association of College and University Business Officers
http://www.nacubo.org/
The National Association of College and University Business Officers is a nonprofit professional organization representing chief administrative and financial officers at more than 2,100 colleges and universities across the country. Their mission is to promote sound management and financial practices at colleges and universities.

National Association of Student Personnel Administrators (NASPA)
http://www.naspa.org/
“NASPA – Student Affairs Administrators in Higher Education is the leading voice for student affairs administration, policy, and practice, and affirms the commitment of the student affairs profession to educating the whole student and integrating student life and learning. With over 11,000 members at 1,400 campuses, and representing 29 countries, NASPA is the foremost professional association for student affairs administrators, faculty, and graduate and undergraduate students. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, collaboration, access, service, fellowship, and the spirit of inquiry.”
National Council of Instructional Administrators  
http://www.nciaonline.org  
The National Council of Instructional Administrators is committed to leadership innovation, advocacy, and development for the improvement of teaching and learning.

National Council for Marketing and Public Relations  
http://www.ncmpr.org/home  
The National Council for Marketing & Public Relations is the only organization of its kind that represents marketing and PR professionals at community and technical colleges.

National Institute for Staff and Organizational Development  
http://www.nisod.org/  
The National Institute for Staff and Organizational Development is a nonprofit consortium of colleges and universities who share a philosophical commitment to support excellence in teaching, learning, and leadership. NISOD is the outreach organization of the University of Texas at Austin Community College Leadership Program.

National Junior College Athletic Association  
http://www.njcaa.org/  
The purpose of this organization shall be to promote and foster junior college athletics on intersectional and national levels so that results will be consistent with the total educational program of its members.

Texas Association of Chicanos in Higher Education  
http://www.tache.org/  
“TACHE's purpose is to provide state, regional, and local forums for the discussion of issues related to Chicanos/Latinos in higher education and to collaborate with institutions of higher learning to create workable solutions for these issues.

Texas Association of Collegiate Registrars and Admissions Officers  
http://www.tacrao.org/affiliate  
TACRAO is a nonprofit, voluntary, professional educational association of cooperating collegiate level institutions. The purpose of the Association is to advance professionally the work in the offices of admissions, records, registration and other related functions among institutions of higher learning.

Texas Association of Community Colleges  
http://www.tacc.org/index.php  
“The Texas Association of Community Colleges (TACC) is a non-profit association that includes all 50 public community college districts in the state. The General Appropriations Bill and legislation affecting public community colleges in general have been and remain the principal concerns of TACC.”

Texas Community College Teachers Association  
http://www.tctta.org/  
“Comprised of educators from every teaching discipline, as well as counselors, librarians, and administrators, the Texas Community College Teachers Association's members come from all public
and independent two-year colleges in Texas. TCCTA is -- by far -- the largest organization of postsecondary educators in Texas.”

The Texas Higher Education Coordinating Board
http://www.thecb.state.tx.us/
“The Texas Higher Education Coordinating Board provides leadership and coordination for the Texas higher education system. Since being created by the Texas Legislature in 1965, the Board has worked to achieve excellence for the college education of Texas students. The Board meets four times a year. Meetings occur in Austin but are usually also broadcast on the Web.” The Board has nine members appointed by the governor for six year terms.
Appendix 3

Selected References and Supplementary Readings
M.Ed. in Educational Leadership & Policy Studies
with a Higher Education Emphasis

Note: This regularly updated reading list is intended to serve as an aid in studying the four areas that make up the Master of Education (M.Ed.) program with an emphasis in Higher Education. Some of these readings will make up part of the content of your classes. Based on your interests, others can be a part of your independent reading.

In the sections that follow, the scholarship represented here is divided into the four areas covered in the comprehensive examination: 1) higher education as a professional field, 2) student and multicultural issues in higher education, 3) administrative leadership in higher education, and 4) P-20 coordination and school-university connections. Each section of scholarship (i.e., sections 1-4) is further divided into classic (a), traditional (b), and current and emerging (c) readings based on their dates of publication.

Definitions:

Classic: More than 15 years old but continues to inform research, theory, and practice

Traditional: Five to 15 years old and reflects mainstream views on the topic

Current and Emerging: References typically are no more than approximately 5 years old; may also represent emerging conceptualizations or understandings

1. Higher Education as a professional field

   a. Classic (more than 15 years old but continues to inform research, theory, and practice)


b. Traditional (5-15 years old and reflect mainstream views of the topic)


c. Current and emergent (references less than 5 years old)


2. **Student and multicultural issues in higher education**

   **a. Classic (more than 15 years old but continues to inform research, theory, and practice)**


   Gilligan, C. *In a different voice: Psychological theory and women’s development*. Cambridge, MA: Harvard University Press.


b. Traditional (5-15 years old and reflect mainstream views of the topic)


c. **Current and emergent (references less than 5 years old)**


3. **Administrative Leadership in higher education**

a. **Classic (more than 15 years old but continues to inform research, theory, and practice)**


b. Traditional (5-15 years old and reflect mainstream views of the topic)


c. Current and emergent (references less than 5 years old)

4. P-20 coordination and school-university connections

   a. Classic (more than 15 years old but continues to inform research, theory, and practice)

      American Journal of Sociology, 65, 337-347.


   b. Traditional (5-15 years old and reflect mainstream views of the topic)


c. **Current and emergent (references less than 5 years old)**


Available Dissertations

Copies of dissertations completed at the University of Texas-San Antonio are in the ELPS department office, MB 3.310.

Copies of AERA-J (Higher Education) Dissertation of the Year applicants for 2006 and 2007 are also available in MB 3.310. You may see staff about borrowing or checking these out for review.