

## Master of Science in Higher Education (MSHE)



### Faculty

**Jim Swanson, Ph.D.**, Program Director

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# Master of Science in Higher Education Program Description

## Program Distinctives

The Master of Science in Higher Education is designed for students interested in careers in a college or university setting. The Master of Science in Higher Education will stress the practical knowledge, critical thinking, applied research, and writing needed to excel in a professional field within Higher Education. This program will enjoy the convenience and flexibility of online learning, while benefiting from the exceptionally close ties that develop from a cohort based model.

Students who complete this degree will be qualified for careers in areas such as residence life, academic advising, career services, learning support services, financial aid, intramurals, student activities, and judicial affairs. Students will learn from talented and enthusiastic peers as well as a broad team of professional faculty with life experiences in and outside the classroom in the higher education profession. The Master of Science in Higher Education is designed to produce outstanding faith-informed practitioners who are prepared to engage in and impact the lives of this generation.

These program distinctives are reflected in the program purpose statement and goals that follow.

## Program Purpose Statement

The Grace College MSHE program provides a curriculum and environment where current and future higher education professionals are transformed through the study of the field of higher education from a distinctly biblical perspective.

## Program Goals

1. Demonstrate adherence to the American College Personnel Association (ACPA) accrediting body's standards.
2. Prepare students to serve as effective staff and administrators in student affairs, with combined strengths in collaborative management, fiscal organization, and student life in higher education.
3. Investigate the importance of various contexts on students' academic and co-curricular experience, legal, economic, ethnic, gender, religious, and historical influences that affect the college and university in the twenty-first century.
4. Emphasize an empirical approach to organizational assessment and research.
5. Provide internship/practicum opportunities to apply and integrate with course content.
6. Provide a solid foundation for doctoral work in higher education.

## Schedule

The program is 24 months in length, and includes courses taught over both summers. Students will take one course at a time. New cohorts begin every fall semester.

Please view the institution's [Campus Calendar](#) for more information.

## Delivery Formats

The MSHE is an online program. The Department of Online Education can provide further details about the program.

Information regarding the technology and user-skill requirements for the online MSHE program is available on the Office of Information Technology page of the institution's Web site.

## MSHE Program Admission and Completion Requirements

### Admission Requirements

1. A completed baccalaureate degree.
2. A minimum undergraduate GPA of 2.75.
3. Submit one personal reference letter.
4. Submit completed MSHE Application, and official transcripts of all previous academic coursework.

To be considered for a given cohort, all application materials must be received by August 1.

### Admission Requirements (Blended Degree Candidates Only)

1. A minimum of sixty (60) undergraduate credit hours.
2. A minimum undergraduate GPA of 3.00.
3. A written essay.
4. Undergraduate Advisor Recommendation.
5. Submit completed MSHE Application and official transcripts of all previous academic coursework.

To be considered for a given cohort, all application materials must be received by August 1.

### Application Expiration Date

Applications will expire one year from the date the application was received for admission. If applicants do not enroll in the program within that time period, they will be required to complete a new application.

### Degree Requirements

1. Students will complete 6 courses during each 12 month period, resulting in 12 courses in total.
2. Each course is 3 credit hours, resulting in 36 hours for the program.
3. A maximum of 9 credit hours may be transferred into the program from graduate programs at other institutions. For transfer credit to be granted, the course or courses must be substantially equivalent to a course or courses in the Grace College MSHE program.

### Tuition Costs and Refunds

For information about tuition costs and refunds please view the [tuition pricing sheet](#).

### Grading Procedures

For information about grading policies and procedures, please view the institution's [Academic Policy Manual](#).

### Notice of Nondiscrimination

Grace College and Seminary is a private, not-for-profit, faith-based exempt organization as described in Section 501 (c) 3 of the Internal Revenue code. In compliance with applicable federal and state laws, Grace College and Seminary does not discriminate on the basis of race, color, national origin, age, sex, or disability in its administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs and activities, or in employment.

The following person has been designated to handle inquiries regarding the Notice of Nondiscrimination:

Carrie Yocum, Title IX Coordinator and VP of Administration and Compliance

Grace College and Seminary  
McClain 104  
200 Seminary Drive  
Winona Lake, IN 46590  
[yocumca@grace.edu](mailto:yocumca@grace.edu)  
574-372-5100 x6491

Inquiries may also be addressed to the U.S. Department of Education's Office for Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100.

## Community Lifestyle Pledge

Students agree to show respect for the faith commitment that Grace practices and agree to abide by certain of the institution's community guidelines (avoidance of disrespecting others, sexual misconduct, illegal drugs, gambling, coarse or obscene language, tobacco, alcoholic beverages, and such conduct) while on campus or engaged in Grace activities. The student understands that this extends to any advocacy initiatives in which the individual might participate while a Grace student.

## Note about the Catalog

Each program at the institution maintains a catalog in which basic academic information related to the program's goals, expectations, admission, policies, accreditation, and other pertinent information is described. This applies to undergraduate, non-traditional (e.g., online, adult degree completion), graduate, and seminary programs.

Grace makes every attempt to provide information that, at the time of publication, most accurately describes the policies, procedures, and requirements of the institution and its individual programs.

The provisions of the academic catalogs are, therefore, to be considered a guide and not to be regarded as a contract between any student and the institution. Course content and institutional policies governing admissions, tuition, and campus life are under constant review and revision.

Grace reserves the right to change any statement contained within the catalog at any time and without prior notice including academic provisions, policies, or requirements (e.g., modifications to classes, fees, personnel, academic policies, and programs) and the right to withdraw or amend the content of any courses described in the catalogs as may be required or desirable by circumstances. Grace will, however, make every attempt to give students reasonable prior notice to changes in policies and other catalog content when possible and rarely implements policy changes during an academic year.

Courses of study for non-traditional, graduate, and seminary programs and check sheets for undergraduate students may undergo revisions; however, these are typically implemented in the fall of the new academic year.

All students are expected to be familiar with the catalog(s) associated with their selected program(s) of study with the understanding that policies and procedures of their selected program(s) may change from year-to-year. The current year's catalog should, in most situations, be considered the catalog applicable to the student.

In some programs, students are asked to acknowledge in writing their receipt of the program's catalog.

Changes to an academic catalog that are necessary following the start of the fall semester will be noted as an addendum to the original catalog.

Archived catalogs are maintained on the institution's Web site.

It is each student's responsibility to schedule regular meetings with his or her academic advisor and to be knowledgeable about institutional requirements, academic regulations, and calendar deadlines specified in the catalogs and academic program publications. Students should read the catalog carefully and consult with an advisor to determine how these policies relate to their individual circumstances.

## Contact

For additional information about admission requirements or course enrollment and completion, please contact the School of Professional and Online Education, Grace College, 200 Seminary Drive, Winona Lake, IN 46590 (telephone: 888.249.0533.0012) or email [online@grace.edu](mailto:online@grace.edu). For more information, visit: <http://online.grace.edu/graduate-programs/master-science-higher-education>

## COURSES

### First Year Courses:

- MHE 5010 History and Foundations of Higher Education
- MHE 5090 Leadership in Higher Education
- MHE 5020 Student Affairs in Higher Education
- Elective
- MHE 5030 Organization, Government and Finance
- MHE 5060 Integrative Application Project 1

### Second Year Courses:

- Elective
- MHE 5040 The College Student
- MHE 5080 Research Methods
- MHE 5050 Legal Issues in Higher Education
- Elective
- MHE 5070 Integrative Application Project 2

## COURSE DESCRIPTIONS

### MHE 5010 History and Foundations of Higher Education

This course is designed to introduce students to how the institution of higher education has been shaped by major trends in American society. It will examine the historic development, structure, roles, and diverse characteristics of both private and public sectors of higher education, how they have contributed to the development of our country, and what might be expected of higher education in the future. Additional focus will be given to Christian heritage and its centrality in the development of higher education. Three hours.

### **MHE 5020 Student Affairs in Higher Education**

This course is an in depth study of theory and developmental patterns which are necessary in guiding the student affairs professional. Content is designed to increase the understanding of how student services, activities, health and wellness, and all areas of student affairs are organized, administered, and assessed. Three hours.

### **MHE 5030 Organization, Governance and Finance**

This course examines key administrative and financing structures used within higher educational institutions. This will include budgeting processes, sources of revenue, types of expenditures, and analyzing social, political, economic, and technological environments. Additional focus will be given to factors influencing strategic level decision making, structure, governance model, human resources, change management and leadership culture. Three hours.

### **MHE 5040 The College Student**

This course examines the different ways students view, encounter, and react to the college or university environment. MSHE students taking this course will learn distinctives and differences in several different areas that affect the college student, including generational cohorts, ethnic backgrounds, sexual orientation, and religious belief. Three hours.

### **MHE 5050 Legal Issues in Higher Education**

This course focuses on persistent legal and ethical issues which confront today's leaders in higher education. You will learn to recognize concerns while processing and analyzing law in areas such as student rights and privacy laws, sexual harassment, tort liability, federal, and judicial reputations, distinction between public and private sectors, all the while learning and understanding the need for clear judicial affairs policy. Three hours.

### **MHE 5060 Integrative Application Project 1**

This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from courses completed during the first year of the MSHE program in realistic problem solving settings. Students will demonstrate mastery of first year material by using that material to analyze and address an existing problem or question. Proper and effective use of these concepts includes: 1) use of individual concepts and 2) use of multiple concepts in an interdisciplinary manner. Properly addressing realistic problems includes: 1) specifying the problem, 2) analyzing the problem, and 3) formulating a solution to the problem. Three hours.

### **MHE 5070 Integrative Application Project 2**

This course provides learners with the opportunity to further develop the capacity to properly and effectively use concepts from courses completed during the first year of the MSHE program in realistic problem solving settings. Students will demonstrate mastery of second year material by using that material to analyze and address an existing problem or question. Proper and effective use of these concepts includes: 1) use of individual concepts and 2) use of multiple concepts in an interdisciplinary manner. Properly addressing realistic problems includes: 1) specifying the problem, 2) analyzing the problem, and 3) formulating a solution to the problem. Three hours.

### **MHE 5080 Research Methods**

This course offers an introductory study of the principles and techniques of investigation and data collection in the field of higher education. The course will deal with techniques of organizing,

conducting, analyzing, and presenting such data, with a focus on how such activities apply within the realm of a higher education professional. Three hours.

**MHE 5090 Leadership in Higher Education**

Students will engage a variety of leadership theories, models and organizational frameworks and then apply those theories, models, and structure to leading within the field of higher education. Because leadership in higher education is inherently organizational and undergoing tremendous change, a large portion of the course will be devoted to navigating change within organizational structures and utilizing the strengths of institutions. Three hours.