

M.Ed.
in Higher Education Administration
Handbook



Department of Curriculum, Supervision,
and Educational Leadership

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Mission

Central Washington University mission includes the following goals:

"to inspire intellectual depth and breadth, encourage lifelong learning, and to enhance the opportunities of students. The faculty develop and strengthen bachelor's and master's degree programs in the arts, sciences, and humanities; in teacher education; in business; in the social services; and in technological specializations. "

"to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems. "

The Master of Education in Higher Education graduate program supports this mission through a focus on preparing mid-career professionals for programmatic and institutional leadership roles. Such leaders positively impact their organization and community by providing services, developing effective programs, and creating a conducive working environment for their employees.

While the program has distinct goals that are described below, it shares the university's mission to educate competent and visionary professionals and build increasingly diverse, complex educational institutions in the U.S.

The M.Ed, in Higher Education program goals are:

1. Demonstrate the ability to engage leadership in the community. (Univ. 1,5; CEPS 1)
2. Demonstrate the ability to facilitate leadership development. (Univ. 1, 5; CEPS 1)
3. Demonstrate the ability to understand and apply the values of diversity, social justice, and ethical principles in society. (Univ. 6; CEPS 2)
4. Demonstrate the ability to effectively communicate, develop supervisory, interpersonal and management skills with a diverse audience that includes colleagues, students, and community members. (Univ. 6; CEPS 2)
5. Demonstrate best practices in higher educational leadership by integrating the knowledge of leadership theory, organizational and group dynamics, finance, and program evaluation and assessment to demonstrate best practices in higher educational leadership. (Univ. 1;CEPS 1)

Department Information

For further information about the program go to:

<http://www.cwu.edu/Csel/mhed>

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Program Delivery System

With the exception of work performed by students in their local setting for the internship class and the master's oral defense, this program is delivered completely online. Taking a university program online offers many important advantages. Students are able to work on course assignments and complete the required readings at their convenience within the confines of assignment due dates and online class discussion times. The online delivery provides them an opportunity to work on assignments in the comfort of their home or office. It can also help avoid the stress and time spent driving to campus. Students will develop important technical skills and experience while working as part of a virtual community.

The primary disadvantage of online delivery is the lack of face-to-face interaction with the instructor and fellow classmates. However, students will interact directly with an instructor through the online submission of assignments in the Canvas system, responses to direct inquiries, and progress updates. Significant interaction with classmates and an instructor will take place through peer-review discussion boards, web-conferences, and small group work.

Workload for the Program

The workload for the online program is equivalent to a traditional, face-to-face graduate program. In a traditional four credit course, students will typically spend four hours per week in class and about five hours per week for class reading, completing assignments, and related projects. Students can successfully complete an online course by dedicating approximately seven to eight hours per week to coursework during a 10-week quarter in fall, winter, and spring.

All candidates will also be required to demonstrate cultural competency in their course work.

Additional Information

For further information about the program visit: <http://www.cwu.edu/Csel/mhed>

Please note: All communications are done via CWU Email account and not your personal email account.

Framework for M.Ed. in Higher Education

Academic Framework

Prerequisite - A bachelor's degree earned in a relevant field		
Program Requirements (minimum)		
Course Number	Course Title	Credits
EDHE 510	History of Higher Education	3
EDHE 511	Research in Higher Education	4
EDHE 512	Diversity Management	3
EDHE 515	College Student Development	3
EDHE 517	Organizational Dynamics	3
EDHE 518	Program Evaluation & Assessment	3
EDHE 525	Organizational Communication in Higher Ed.	3
EDHE 572	Leadership & Supervision	3
EDHE 581	Finance in Colleges and Universities	4
EDHE 589	Higher Education Law	4
EDAD 596	Individual Study (internship)	3 (up to 5)
EDHE 700	Thesis/Project Study/Exam	3 (up to 6)
Electives (pre-approved) - Interdisciplinary		6
Total Credits		45

* Credits for EDAD 596 and 700 will be determined according to the option the student chooses.

Course of Study

Prior to completing 25 graduate level credits. Students must complete their Course of Study form. The Course of Study form is on the Graduate Studies and Research office website, and should be filled out and filed according to the academic framework above. Once the form is completed, submit your form to the M.Ed. in Higher Education Program Coordinator for review and processing. Once the form has been approved by Graduate Studies, a copy will be sent to you via your CWU email.

Degree Timeline

All requirements for the Master in Education graduate program must be completed within the six (6) years preceding the student's graduation. Extensions of time may be obtained for good cause with approval from the chair of the Department of Curriculum, Supervision, and Educational Leadership. A graduate petition must also be obtained, completed (in coordination with the student's advisor), and approved by the Office of Graduate Studies and Research.

Residence Requirement

Seventy-five percent of the course credits applied toward the master's degree must be taken through Central Washington University.

Courses Taken at another Institution

A student wishing to take a course offered by another college or university must obtain advanced approval from the M.Ed. in Higher Education Program Director. Course number, description, and syllabus for that course must be submitted for review before approval is granted.

Applicants who have done post-baccalaureate work may present such credit for evaluation of applicability toward a graduate degree, subject to limitations of University policy. No more than 15 quarter credits may be applied to the program of study, of which no more than nine quarter credits may be from other institutions.

Credits accepted in transfer are those that are part of an accredited institution's regular graduate degree programs, and are subject to the limitations provided in the University catalog. The applicant must have received a grade of "B" or better in all such courses. Credits earned for courses taken S/U will not be accepted. Courses must have been taken within the past six years.

See the University catalog <http://www.cwu.edu/registrar/catalogs> for additional information and restrictions.

Retention Within the Graduate Program

Retention of students in the graduate degree program is based on continuous assessment by the student's advisor, committee, and faculty. This is particularly, but not exclusively, true of those faculty with whom the student is pursuing advanced work. The grades earned in the area of specialization may be reviewed by the student's graduate committee and, if weaknesses are found, the student may be requested to extend his/her program of study and provide satisfactory evidence of competence in the identified area(s) of weakness. Failure to satisfy such a request will result in suspension from the program.

By the very nature of their assigned tasks, whether legally defined or derived from administrative procedure or professional practice, Department of Curriculum, Supervision, and Educational Leadership personnel share responsibility for preparing leaders and other personnel committed to the improvement of institutional practice. Furthermore, it is recognized that disposition toward professional knowledge and skills constitutes the most crucial consideration for professional performance. A student's reaction to being critiqued, interaction with colleagues, regard for varying levels of expertise shown, and general demeanor in applying professional knowledge and skills are so important that disposition may become the determining factor in professional evaluation or recommendation for retention in a program. Matters involving fundamental dispositions are in addition to well-defined academic pursuits and must always be kept clearly in mind throughout the program.

University policies on scholastic standards, maximum time limits, and continuous registration are contained in the University catalog. Any graduate student in the Master of Higher Education program whose cumulative grade point average falls below 3.0 at the end of any quarter will be placed on academic probation for the next academic quarter. (See *Academic Policies* in the University catalog.) It is the responsibility of each student to know his/her academic and professional status, as well as to meet deadlines throughout the program. When a student does not meet professional expectations or fulfill conditions specified for Full Admission, if such admission was less than Full, suspension from the program will occur.

If suspended, a student may appeal the suspension through the chair of the Department of Curriculum, Supervision, and Education leadership, through his/her graduate committee, the faculty of the area of course, the Dean of the Graduate Studies, and the University Graduate Council.

CWU Catalogs

<http://www.cwu.edu/registrar/catalogs>

Assessment

All candidates in the Higher Education Program will be assessed according to School of Education standards. Multiple assessment measures will be used to collect data.

Attendance Policy

<http://www.cwu.edu/ce/policies>

You will be counted present for the week if you participate in the week's activities and complete related assignments. If you do not complete the right activity for that week, you will not be counted as attending.

Participation

We expect students to fully prepare and participate in each course. Preparation includes completing required readings, reviewing websites/journal articles/other materials, and completing assignments required by the instructor. Participation also means meeting assignment deadlines, actively joining in all web-conference sessions, and posting substantive and relevant work in peer-reviewed discussion boards on the topics and concepts specified by the instructor.

Always feel free to contact faculty directly with questions about your classes using the Canvas system or e-mail. Faculty members should check and respond to all e-mails within 72 hours during the work-week. Faculty members are not available to respond to your e-mails during the weekends; however, they will make sure to respond afterwards in a timely manner.

Internship

An internship is an on-the-job experience centered in a post-secondary education office or agency under the supervision of a higher education administrator and a member of the graduate faculty. The internship experience should be a result of a cooperative relationship between the faculty of the program and staff members in various student affairs work settings.

The quarter prior to the term which you would like to register for your internship the following documentation must be completed and sent to the M.Ed. in Higher Education Program Director: Supervisor Verification Form (Appendix B) and your Professional Development Plan (Appendix D).

Purpose of the Internship

- An internship involves an in-depth experience in an administrative setting. The candidate will be required to create a Performance Development Plan (PDP) (Appendix D) to be reviewed by the field supervisor at the internship site and the graduate faculty supervisor. In certain situations, graduate assistantships or work situations may be used to meet this requirement when there is a specific, supervised project designed to function as a professional learning experience beyond the existing assistantship or job responsibilities.
- The placement of the graduate student should be selected, when possible, to reflect the student's career goals.

- The field supervisor will be clearly identified and will be available for at least one hour per week to critique the student's performance and help the student process the experience.
- Faculty supervision will be seen as a complement to field supervision.
- The internship should provide opportunities for self-evaluation by the intern and motivation for additional training.

Intern Requirements

- Complete at least one year of graduate study before they are eligible for an internship experience.
- Find an appropriate placement and arrange their work assignment with the field supervisor to define the responsibilities or "job description" to be performed in the internship. They will then submit the internship agreement with both the intern's and field supervisor's signatures to the graduate faculty supervisor for approval prior to the internship quarter(s).
- Establish a schedule that includes 15 hours per week for the entire quarter(s) that the internship takes place. This schedule will be set in the agreement between the intern and field supervisor.
- Write a written "thought piece" or "reflection", the format of which will be determined by the graduate faculty supervisor.
- Provide a final report/portfolio on the internship experience to the graduate faculty supervisor.
- Keep an internship log to be reviewed by the graduate faculty supervisor.
- Follow the other intern guidelines indicated below.

Intern Guidelines

- When seeking an internship, the student and field supervisor will discuss and agree to the elements of the "job description" and expectations of the student during the internship. ***These expectations will be summarized in writing by the field supervisor and intern in the PDP and filed with the graduate faculty supervisor before the internship may begin.***
- Promptly fulfill all assignments given by the field supervisor and graduate faculty supervisor.
- Learn and observe all procedures outlined by the field supervisor and otherwise followed by those at the internship site regarding the protection of confidential materials.
- Make a tentative plan for each week's activities and have it approved by the field supervisor at the internship site.

Intern Supervisor Guidelines

The supervising administrator commits to serving as a mentor to an aspiring professional for whom this placement is a key educational experience. The field supervisor role requires weekly attention through meetings with the intern, the assignment and supervision of professional

responsibilities, and regular feedback and communication. Through this experience the internship site typically receives valuable support, while the student and field supervisor gain a rewarding professional experience.

The following are recommendations to the field supervisor to enhance the internship experience:

- Introductions: Introduce the intern to all staff at the internship site who will have regular or incidental contact with the intern. This will help the intern acclimate to their role and will foster a supportive and collaborative work environment.
- Resources: Ensure the provision of an appropriate work space for the intern and the resources needed to complete their assignments, including but not limited to access to an office phone and computer during their scheduled hours.
- Access: Provide opportunities for the intern to observe and/or participate in staff meetings and office activities that may be relevant to their placement.

Training: Provide the intern with information on office policies and procedures, including expectations for confidentiality in office communications and the handling of records.

Assignments: Ensure the intern has a tentative plan of action for each week on the job.

Feedback: Assist the intern in periodic self-evaluation using materials provided by the university and/or materials already used in your office.

Collaboration with graduate faculty supervisor: Advise the graduate faculty supervisor of any questions or problems that arise during the intern's placement. A key role of the graduate faculty supervisor is to facilitate communication if the internship is not going as expected.

Final report: At the conclusion of the internship and prior to the end of the university's exam week, file a final evaluation (Appendix C) with the graduate faculty supervisor. This will be a key document in determining the student's final grade and will provide additional information for any reference letters that may be requested later on.

EDHE 700 - The Master's Thesis/Project/Examination

In your second to last quarter of enrollment, you will start the process of forming your Graduate Committee. A graduate committee must include three members who hold Graduate Faculty status. The committee chair must be a member of the faculty in the Department of Curriculum, Supervision, and Educational Leadership. The formation of your committee and the Chair of your committee will be completed in coordination of the M.Ed. in Higher Education Program Director and approved by the department chair.

The Option Approval Form serves several purposes. First, identifies whether you will be completing a thesis, project or written exam for EDHE 700. The Option Approval Form also formalizes your Graduate Committee. The Option Approval Form is available from the Office of Graduate Studies and Research (<http://www.cwu.edu/-masters>). Once you have your Option Approval Form completed, submit to the M.Ed. in Higher Education Program Director for review and approval by the Department Chair of Curriculum, Supervision, and Educational Leadership. Once this form has been approved and forwarded to the Office of Graduate Studies and Research for final review, students will be enrolled in three credits of EDAD 700.

Overview of the Three Options

At the end of their program, students will be ready to demonstrate their competence in the required coursework. Students will do this through one of the following options:

1. **Thesis:** A written study demonstrating original, independent research that will be prepared according to the standards of format, style, typeface, and quality outlined in thesis regulations at the Office of Graduate Studies and Research. A complete and approved thesis will be professionally printed, bound, and retained at the university library, for which costs will be shared by the student and the Office of Graduate Studies and Research.
2. **Project/Scenario:** In consultation with the student's committee the student will provide a scholarly presentation accompanied by their professional portfolio
3. **Exam:** A comprehensive written examination taken over a six-hour period on a single day, during which the student will respond to questions relating to information presented in the M.Ed. in Higher Education program. Following completion of the exam, the graduate committee will determine whether the student passes in full, is required to re-take all or part of the examination, or has failed the examination.

Oral Examination

For each of these options, students must also complete an oral defense of their written work before their graduate committee no sooner than two weeks after that work is completed. In the event of an unsatisfactory oral examination, a second examination may be scheduled upon the endorsement of the department chair.

EDHE 700 Requirement Options:

Thesis

Students must complete and submit all forms required by the Human Subjects Research Council (HSRC) for approval. This requirement applies if your research project involves human subjects OR existing data in which human subjects are personally identifiable, such as the review of records that include names and/or unique demographic information.

The format of a thesis must follow the regulations established by the Office of Graduate Studies and Research and use the style standards of the American Psychological Association (APA). It is the student's responsibility to edit their work until it conforms to these standards. The student should not rely on the committee chair or other members to perform this function.

The thesis report should generally be organized according to the following model:

- 1. Chapter One: Background of the Study**
Identifies the area and focus of the study; provides reasons or justifications for doing the study; defines key concepts and terms used in the report.
- 2. Chapter Two: Review of Related Literature**
Summarizes available literature relevant to the specific focus of the study, organized according to main topics, logical subtopics and details.
- 3. Chapter Three: Procedures of the Study**
Describes the kind of information required for the study, and the methods used. In a thesis study, established methodologies such as the experimental, the descriptive, the historical, the field survey, the philosophical, the phenomenological, the ethnographic or other appropriate formal approaches to conducting education research are used with the intent of contributing new knowledge or theories to the field.

4. Chapter Four: Results of the Study

Presents information resulting from the study in a manner suitable for a thesis. The style chosen must be appropriate for presenting the research and the interpretation of the data. Statistical as well as descriptive analyses and procedures are often appropriate.

5. Chapter Five: Summary, Conclusions, and Recommendations

Briefly summarizes the background of the study, the procedures used, the sources and treatment of information, and the results. Conclusions are cited, and recommendations are made for use of the results or for further study in the area.

6. References and Appendices

References or a bibliography are to be included following approved style manual requirements. Other items may be appended to enhance communication with the reader, such as examples of research instruments used.

Project - Portfolio and Presentation

In lieu of the current “Research Project” option for EDHE 700, the M.Ed. in Higher Education has implemented a portfolio assessment combined with a scholarly presentation. These two activities are designed to assess the educational leader’s ability to synthesize course content through a comprehensive leadership activity.

Students in consultation with their Graduate Committee Chair will select a topic for their presentation. The student will then develop their response to their scenario. The student will provide a professional presentation to their Graduate Committee. Students will be assessed using the Higher Education M.Ed. Portfolio Presentation Rubric (see attached).

Procedure

During a student’s second to last quarter of their M.Ed. coursework, he/she is reminded that there are critical elements which must be completed to fulfill graduation requirements. The following information is provided to help guide you through the process. In the event you have questions, please contact the M.Ed. in Higher Education Program Director.

- During Week 1 of the quarter, confirm project topic with your Graduate Committee Chair.
- Qualification will consist of enrollment in 1-6 credits of EDHE 700 (Thesis/Project/Examination) EDHE 700 credits must be paid for prior to presenting.
- Required materials consist of: A portfolio containing an artifact (typically the final assignment/project) from each course completed with a minimum of eight courses represented in the portfolio, a professional resume, and an electronic copy of the presentation. Adjustments can be made to your presentation after submission of your draft and prior to presenting.
- In the event a presentation does not pass, a student may repeat the presentation. However, for each new presentation the student must wait until the next quarter and will be required to register for 2 credits of EDHE 597 (Graduate Research).

General Advice for Students

1. **Consult with your Graduate Committee Chair for a presentation scenario.** Synthesize the ideas from your completed coursework into a single presentation. DO NOT simply explain what you have learned in each individual course. This is a common reason students do not pass EDHE 700.
2. **Cite all appropriate sources.** Citing sources within your presentation allows the audience to better understand the theoretical background of your work.
3. **Your Presentation should last approximately 20 minutes.** All students will have access to a laptop and projector. The presentation will take place in a conference room in Black Hall on the Ellensburg campus of Central Washington University. Questions and discussion with the committee begin after the presentation is completed.
4. **Discussion should last approximately 30-40 minutes.** Typically, questions are asked in order to clarify content that is confusing to the audience. Please pay close attention to these questions as they may indicate areas of the presentation that require editing. All students will have a chance to edit their presentation based on the committee's comments.
5. **Prepare for success.** In the weeks approaching your formal presentation make sure to practice articulating your content. Consider inviting friends or family members to hear your presentation and ask clarifying questions prior to the presentation date.

Written Comprehensive Examination Option

Students who request this option are expected to devote the equivalent of full-time study for the entire quarter to preparation for the examination. *A student who requests this option will be given a list of sample questions covering all areas of coursework taken in the program.*

The written examination will be monitored to ensure uninterrupted and independent effort by the student. The graduate committee will evaluate responses on the written exam and in the oral defense based on all areas of coursework offered in the program. Approval of each written and oral response will be by majority vote of the student's committee.

The examination and written responses will be placed on file in the Curriculum, Supervision, and Educational Leadership Department. Exceptions to this format may be approved by the department chair upon the recommendation of the student's committee.

APPENDIX A

M.Ed. in Higher Education Project RUBRIC

CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
<i>1. Understand and apply Leadership Theory with synthesis of subject areas, including appropriately cited, related literature from the M.Ed. course content and beyond.</i>	The student exhibits an inadequate level of understanding of the interrelationships among the knowledge, professional behaviors, and performances in the field of Educational Leadership. The committee hereby recognizes the student's failure to meet the standard.	The student exhibits an adequate mastery of the knowledge, skill, professional behaviors, and performances in Educational Leadership and is adept at summarizing and applying related theories in which theoretical content applies to field-based practices. The committee hereby recognizes the student's success at meeting the standard.	The student demonstrates an impressive depth of knowledge and a level of synthesis reflecting an outstanding marriage of theory with practice. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
<i>2. Application of content from a leadership perspective to a pertinent organizational issue.</i>	The student shows little linkage of scholarly content to contemporary leadership practices. The committee hereby recognizes the student's failure to meet the standard.	The student provides a pertinent issue for consideration, coupled with a thoughtful, comprehensive treatment of the matter through viable academic content and a leadership perspective. The committee hereby recognizes the student's success at meeting the standard.	The student is highly creative and comprehensive in articulating a leadership issue and utilizes a thorough application of academic content. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
<i>3. Professionalism as an educational leader representing Central Washington University.</i>	The student's use of language is limited or incorrect, or his/her demeanor/affect/attire is unprofessional. The committee hereby recognizes the student's failure to meet the standard.	The student's level of professionalism demonstrated via standard English usage, polished demeanor, and appropriateness of attire reflects the targeted levels of the profession and program. The committee hereby recognizes the student's success at meeting this standard.	The student is articulate, polished and uses formal English in a manner reflecting the highest standards of professionalism. As such, the student is hereby recognized with distinction by the committee.

CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
4. <i>Ability to take an informed and thoughtful position on an educational issue and is able to adequately defend it.</i>	The student is unable to state his/her position clearly and/or unable to defend it or becomes defensive when challenged. The committee hereby recognizes the student's failure to meet the standard.	The student demonstrates clarity and purpose in articulating an informed position on an educational issue. Moreover, the student receives input well when challenged and responds with a rationale that has been carefully thought out. The committee hereby recognizes the student's success at meeting this standard.	The student is highly adept at conceptualizing and articulating a position on a particularly complex educational issue. Additionally, when challenged, he/she is highly successful at considering input and sustaining an important argument. The committee hereby recognizes the student's level of distinction in meeting the standard
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
5. <i>Ability to reflect, analyze and engage in abstract reasoning and creative thinking.</i>	The student does not adequately reflect, analyze, or engage in abstract reasoning and creative thinking at a level befitting a graduate student. Instead s/he is limited to myopic views of complex issues. The committee hereby recognizes the student's failure to meet the standard.	The student demonstrates an acceptable level of reflection, analysis, and ability to engage in abstract reasoning and creative thinking. The committee hereby recognizes the student's success at meeting this standard.	The student exhibits outstanding reflection, analysis, and the ability to engage in abstract reasoning that shows their understanding of complex and ambiguous educational problems. Consistently demonstrates creative thinking. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
6. <i>Capacity to see and articulate "the big picture" in organizations, while expanding related theories and ideas.</i>	The student focuses on the trivial, failing to comprehend the holistic nature of educational issues. The committee hereby recognizes the student's failure to meet the standard.	The student demonstrates mastery at defining educational issues in light of the entirety of the organization and thereby sees implications emerging from immediate decisions. This ability to diverge and expand related theories and ideas is appropriate for graduate study. The committee hereby recognizes the student's success at meeting this standard.	The student exemplifies a visionary leader capable of maintaining simultaneously a focus on the organizational mission and its relationship to the specific issue. Further, the student conceptualizes theories and practices in terms of how they relate and expand in an era of change. The committee hereby recognizes the student's level of distinction in meeting the standard.

CRITERIA	UNACCEPTABLE			ACCEPTABLE			EXEMPLARY		
RATING									
<i>7. Articulation of the process for developing a shared vision that demonstrates collaboration and an understanding of internal and external publics.</i>	The student lacks an understanding of the importance of involving internal and external publics in the visioning process. Vision was myopic, underdeveloped, or unshared. The committee hereby recognizes the student's failure to meet the standard.			The student provides evidence of the importance of facilitating a shared vision through collaboration with internal and external publics. The committee hereby recognizes the student's success at meeting this standard.			The student articulates a well developed plan for the facilitation and implementation of a shared vision. The committee hereby recognizes the student's level of distinction in meeting the standard.		
CRITERIA	UNACCEPTABLE			ACCEPTABLE			EXEMPLARY		
RATING									
<i>8. Thoughtful reflection and integration of strategies with respect to organizational climate and culture.</i>	The student fails to recognize the relationship between their topic and the climate and culture of the organization. The committee hereby recognizes the student's failure to meet the standard.			The student acknowledges how their topic impacts the climate and culture of the organization and the role climate and culture plays in the process of implementing change. The committee hereby recognizes the student's success at meeting this standard.			The student clearly articulates the relationship between their topic and climate and culture. The student can identify indicators of climate and culture and apply strategies to enhance the implementation of their topic based on the indicators. The committee hereby recognizes the student's level of distinction in meeting the standard.		
CRITERIA	UNACCEPTABLE			ACCEPTABLE			EXEMPLARY		
RATING									
<i>9. The identification of management issues and the strategies to address those issues.</i>	The student fails to recognize the difference between leadership issues and management issues. The committee hereby recognizes the student's failure to meet the standard.			The student makes the distinction between what actions would be management actions and which actions would be leadership actions. The committee hereby recognizes the student's success at meeting this standard.			The student identifies the management issues associated with their topic and articulates creative strategies addressing these issues. The committee hereby recognizes the student's level of distinction in meeting the standard.		

CRITERIA	UNACCEPTABLE			ACCEPTABLE			EXEMPLARY		
RATING									
10. <i>Ability to identify and address ethical considerations involving integrity, fairness, and ethical conduct.</i>	The student does not identify and address ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student's failure to meet the standard.			The student is able to identify and address ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student's success at meeting this standard.			The student articulates a well-planned and clearly stated strategy for addressing ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student's level of distinction in meeting the standard.		
CRITERIA	UNACCEPTABLE			ACCEPTABLE			EXEMPLARY		
RATING									
11. <i>The change process is recognized and change strategies are supported by theory.</i>	The change process is not recognized by the student and/or not evident in the presentation. The committee hereby recognizes the student's failure to meet the standard.			The change process is recognized by the student and change strategies are supported by theory. The committee hereby recognizes the student's success at meeting this standard.			The change process is articulated by the student in a manner that demonstrates a thorough understanding and application of change theory. The committee hereby recognizes the student's level of distinction in meeting the standard.		

APPENDIX B



CENTRAL WASHINGTON UNIVERSITY

SUPERVISOR VERIFICATION FORM

Submit the internship agreement with signatures of both intern and supervisor to the Department of Advanced programs prior to the internship quarter(s).

Section A

TO BE COMPLETED BY CANDIDATE

Name: _____

Address: _____

City/State/Zip _____

Telephone (Home) _____ **(Work)** _____

Section B

TO BE COMPLETED BY SUPERVISOR OR DESIGNEE

Name of candidate: _____

Candidate is employed as: _____

Name of Organization: _____

Signature of Supervisor/Designee: _____

Title: _____ Date: _____

APPENDIX C

Final Evaluation Form Higher Education Administration EDHE 596 - Internship

Graduate internship student: _____

On-site Supervisor: _____

Please rate the overall performance of the graduate internship student in this administrative field experience.

Poor	Satisfactory		Outstanding
1	2	3	4 5

Comments (please print or attach separate typed sheet and base comments on criteria listed in the Internship Manual):

On-site Supervisor's signature

Title Date

On-site Supervisor's printed name

Address

Final evaluations are due by 5:00 p.m. of the Friday of the last day of classes, prior to finals week during spring quarter.

The due date for this quarter is: _____

Please return to the CWU supervisor /department responsible for the on-site visit

APPENDIX D

PROFESSIONAL DEVELOPMENT PLAN (PDP) TEMPLATE FOR PROGRAM COMPLETION

First Name:	Last Name:	
Institution:	Academic Year:	Term:
Higher Education Program: <input type="checkbox"/> Internship		
Step 1 – Needs Assessment and Goal Selection		
Describe your selected professional growth areas of focus, as well as information from your self-assessments that supports your selections.		
Areas of Focus/Goals Based on your self-assessment, identify areas of focus that will lead to your professional growth.	Rationale What will you and/colleagues or your students be able to do as a result of your professional growth that you and/or they are not able to do now?	Goals Candidates must focus on the MEd in Higher Education program goals in the handbook.
Step 2 – Professional Growth Action Plan		
Activities What specific growth activities will you engage in to obtain the identified new learning? The activities should focus on both the content knowledge you acquire as well as the skills you develop.	Proposed Evidence Briefly describe the evidence that you will collect. Evidence may include areas beyond professional development, referrals, programs implemented, and other adult data.	
Step 3 – Review of Plan		
_____	_____	_____
Candidate Signature (required)	Print Name	Date
_____	_____	_____
Supervisor Signature (required)	Print Name	Date
_____	_____	_____
CWU Supervisor Signature	Print Name	Date