

# HIGHER EDUCATION LEADERSHIP

MASTER OF SCIENCE IN EDUCATION

— PROFESSIONAL DEVELOPMENT —



UNIVERSITY OF WISCONSIN  
**WHITEWATER**

SCHOOL *of* GRADUATE STUDIES

[tinyurl.com/uwwhelead](https://tinyurl.com/uwwhelead)

# FROM THE PROGRAM COORDINATOR

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## **Kristina M. Navarro, Ph.D., CSCS**

*Assistant Professor and Higher Education  
Leadership Program Coordinator*

Hello and welcome to the University of Wisconsin-Whitewater's Higher Education Leadership Program. The primary goal of this program is to develop aspiring higher education leaders as scholar-practitioners. In turn, the program combines hands-on practical experience with meaningful and engaging classroom interaction. Our program faculty represents a dynamic group of current scholar-practitioners, who collectively have diverse and robust experiences as higher education leaders. I encourage you to view the profiles of each of our faculty members who will support your educational journey. What truly sets this program apart from others is the high impact, student-centered practices of our campus and faculty. When you join the UW-Whitewater Higher Education Leadership Program, you join the Warhawk family; a culture that is deeply rooted in preparing educators via practical experiences, holistic development and lifelong learning opportunities. We look forward to your application and working with you on your educational journey.

# OVERVIEW

The University of Wisconsin-Whitewater's Higher Education Leadership graduate program prepares individuals who aspire to leadership positions in higher education. This program takes a scholar-practitioner approach, preparing students as future leaders in student affairs, academic affairs, intercollegiate athletics and two-year college leadership. The faculty and instructors of this program each practice leadership in higher education as high-level administrators. Classroom experiences are grounded in theoretical concepts that guide organizational leadership, but focus primarily on practical application. Students who complete this program will have a strong understanding of how to implement policy, apply theory, collaborate across higher education units and engage in critical decision-making processes. In short, students who graduate from this program are equipped to step directly into fast-paced higher education leadership roles.

## Why UW-Whitewater?

A flexible student-centered approach is what truly sets this program apart. The program is comprised of 30 total credits. The program can be completed in 18 months, but can also be extended to three years. Classes are flexible in nature, and are offered in an evening format to cater to the needs of working adults. UW-Whitewater prides itself as a community powered by a rich tradition of excellence. We are committed to helping students tailor the program to their career and life.

Throughout the program, students will not only have the opportunity to learn from guest lecturers who work as current higher education leaders, but will be taught by chief student affairs officers, program directors, athletics directors, as well as faculty who have worked in the field and are content-area experts.

INDIVIDUALIZED  
TO MEET YOUR  
CAREER GOALS,  
TAILORED TO  
FIT YOUR LIFE



# OVERVIEW

## Course Content

The Higher Education Leadership Program is a 30-credit program. The coursework consists of two core foundational courses (6 credits), six higher education leadership specific content courses (18 credits), and a comprehensive capstone including a 3-credit practicum and 3-credit capstone courses (6 credits).

### **CIGENRL/EDFOUND 723**

Issues, Perspectives and Directions:  
A Professional Seminar in Education

*3 Credits*

### **EDFOUND 780**

Reading, Analyzing and Evaluating  
Educational Research

*3 Credits*

### **HELEAD COURSES**

Emphasis Area

*18 Credits*

### **HELEAD 793**

Practicum

*3 Credits*

### **HELEAD 781**

Capstone Portfolio and  
Career Application

*3 Credits*

## Practicum

For future higher education leaders, practical experience in the field is invaluable and crucial to the job search process. The purpose of the practicum is twofold:

- (a) to enhance individual leadership skillsets and
- (b) to enhance each student's professional resume and CV to be competitive in a job market that values diverse, hands-on, practical experiences in higher education.

The practicum experience is a foundational component of the UW-Whitewater Higher Education Leadership Program. This experience is three credits and includes 150 hours of hands-on work in a unit of higher education that relates to the professional interests of each student.

The practicum experience is highly individualized and tailored to assist students in meeting individual career goals. Current students and alumni have completed practicums throughout the Midwest in areas such as student affairs, academic affairs, intercollegiate athletics, collegiate recreation programs and technical and two-year college leadership.

# COURSE DESCRIPTIONS

## **Introduction to Higher Education and Student Affairs (HELEAD 700)**

This course provides students with a brief history of higher education as an industry, quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.



## **College Student Development: Theory, Assessment and Application (HELEAD 710)**

This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.

## **Assessment in Student Affairs (HELEAD 715)**

This course provides students with an overview of the assessment and evaluation processes that allow student affairs professionals to develop assessment approaches that gather, analyze and interpret information to improve institutional, departmental and divisional effectiveness. Both qualitative and quantitative approaches to assessment will be examined with an emphasis on pragmatic application.

## **Legal Issues in Higher Education (HELEAD 720)**

The primary goal of this course is to provide students with a basic understanding of the American legal system so that they can identify the history and sources of law, read and interpret laws and relevant cases, understand how the court systems work, and gain an understanding of personal and institutional liability. Emphasis will be placed on issues and laws likely to be encountered by higher education practitioners.

# COURSE DESCRIPTIONS

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## **Equity and Diversity in Higher Education (HELEAD 725)**

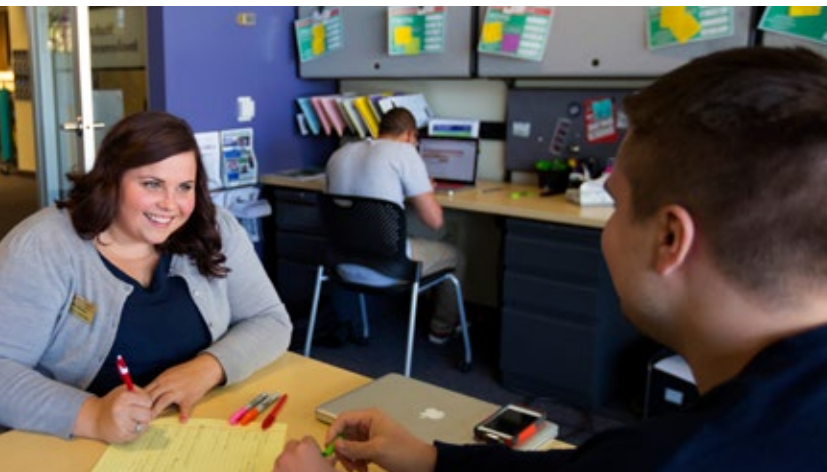
This course emphasizes personal awareness, knowledge and skills necessary for the ongoing development of a personal intercultural framework for student affairs practice. Theories related to domestic and international dimensions of diversity, interactional diversity, and the dynamics of power, privilege and oppression will be explored in university contexts. This course will examine challenges and opportunities for creating inclusive and affirming campus communities.

## **Organization and Governance in Higher Education (HELEAD 729)**

Colleges and universities have an important societal role now as they have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. Students will understand and apply the myriad of issues involved within the administration of colleges and universities to current and future practice.

## **Capstone Portfolio and Career Application (HELEAD 779)**

This course will introduce and apply foundational theories of career development and methods of career assessment to assist with personal career planning. Students will complete a formal professional vision and portfolio utilizing artifacts from courses completed during their core and emphasis area courses.



# COURSE DESCRIPTIONS

## **Practicum (HELEAD 793)**

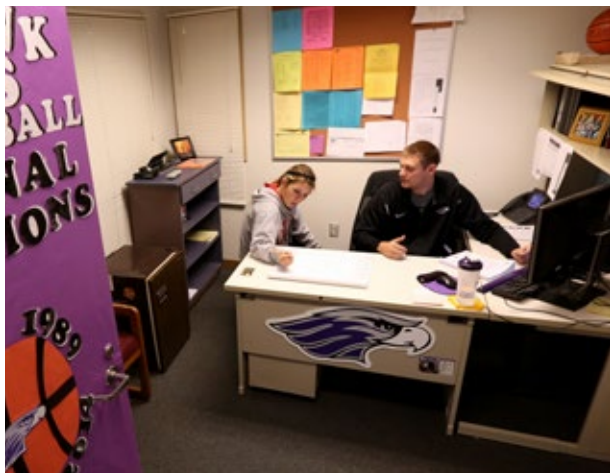
Students will complete 150 hours of practical experience in a setting that pertains to individual career goals. A memorandum of agreement will be signed between the practicum site supervisor, student and university supervisor outlining duties and responsibilities.

## **Issues, Perspectives and Directions: A Professional Seminar in Education (CIGENERAL 723)**

As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

## **Reading, Analyzing and Evaluating Educational Research (EDFOUND 780)**

The course provides practicing higher education leaders with background in the processes of reading, analyzing and evaluating research in the field of education. The emphasis is on development of skills in understanding how educational research is conducted, and in knowledge and skills needed to evaluate research writing in educational journals.



# PROGRAM APPLICATION AND ADMISSION

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**Students apply to both the UW-Whitewater School of Graduate Studies and the Master of Science in Education-Professional Development (MSE-PD) HELEAD emphasis.**

## **The UW-Whitewater School of Graduate Studies application includes:**

- An online application: [apply.wisconsin.edu](http://apply.wisconsin.edu)
- Graduate school fee: \$56
- Official transcripts  
(UW-Whitewater undergraduate transcripts do not need to be ordered)

Original sealed copy of transcripts should be sent to:

School of Graduate Studies and Continuing Education  
UW-Whitewater  
Roseman Building 2013  
Whitewater, WI 53190

-No GRE required

Admissions contact: Sally Lange, [langes@uww.edu](mailto:langes@uww.edu)

## **The UW-Whitewater MSE-PD HELEAD emphasis application includes:**

- Resume/CV
- Letter of interest addressing professional goals and reasons for pursuing this graduate program
- Two letters of recommendation

Materials should be addressed and sent electronically to:

Kristina Navarro  
HELEAD Graduate Program Coordinator  
[helead@uww.edu](mailto:helead@uww.edu)



# POTENTIAL CAREER OPPORTUNITIES

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## Students Affairs Leadership

- Dean of Students Office
- First-Year Experience Office
- Career and Leadership Development
- Greek Life
- LGBTQ Programming
- Diversity and Inclusion
- Multicultural Affairs
- Transition Programming  
High School to College
- Campus Outreach Programming
- Camps and Clinics
- Two-Year College Leadership

## Academic Affairs Leadership

- Registrar's Office
- Academic Advising
- Faculty Development Center
- Financial Aid
- Enrollment and Retention
- Graduate and Continuing Studies
- Two-Year College Leadership
- Provost's Office
- Chancellor's Office
- Curriculum Development
- Assessment

## Intercollegiate Athletics Leadership

- Athletics Administration
- Internal Marketing
- External Marketing
- Fundraising and Development
- Event Management
- Business/Finance Administration
- Compliance
- Diversity and Inclusion Programming
- Student-Athlete Development
- Academic Support/Advising
- Coaching

# MEET THE FACULTY

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## **Brent Bilodeau**

Brent Bilodeau serves as assistant vice chancellor for student affairs at UW-Whitewater. Brent received a B.A. from the University of California-Irvine in psychology and his M.A. in college and university administration and Ph.D. in higher, adult, and lifelong education from Michigan State University. Professionally, he has served in positions in residence life, student life/leadership, multicultural education and LGBT student affairs. Brent has also served as a diversity trainer for the NCAA. His research interests and publications have included holistic student learning, LGBT student identity development, college climate for transgender students, domestic student diversity, internationalization, and higher education leadership. Brent's research on transgender college students has been recognized with a LGBT Knowledge Community Research Award from the National Association of Student Personnel Administrators and the Scholar Activist Award from the American Educational Research Association.

## MEET THE FACULTY



### **Sean Frazier**

A former football student-athlete at the University of Alabama, Sean Frazier has 24 years of experience as a director of athletics at the NCAA Division I, II and III levels, as an administrator at two Division I universities, as a coach and as a student-athlete. Prior to serving as athletic director at Northern Illinois University, Sean spent six years in senior leadership roles at the University of Wisconsin and was promoted to deputy director of athletics in 2011. His duties grew to include managing all day-to-day internal and external operations for Badger Athletics and serving as chief of staff to Director of Athletics Barry Alvarez.

Sean oversaw all fundraising and advancement activities at Badger Athletics, including the annual fund, major gifts, suites and club seats, endowments, multimedia rights, ticket operations and alumni affairs. During his tenure, he served as the administrator for three revenue-producing sports (football, men's basketball and men's ice hockey), providing direct support to the football program that won three consecutive Big Ten Conference Championships. Sean also served as chair of the NCAA Men's Ice Hockey Committee in 2011. He has written numerous papers, presented on topics of diversity, leadership and hiring at national meetings, and served on many NCAA committees. He earned his bachelor's degree in communication from Alabama, has a master's degree in higher education/educational leadership from the University of Maine and is pursuing a doctorate in educational leadership and policy analysis from the University of Wisconsin-Madison.

## MEET THE FACULTY

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### **Beth John**

Beth John has been working in higher education for 13 years in various leadership roles. She is currently serving as the director of first year experience at UW-Whitewater. The First Year Experience Office is responsible for summer orientation and registration programs, fall orientation programs, mentor programs, learning communities, new student seminar and family programs. Beth also serves as an adviser for the Edgewood College Doctoral program in Educational Leadership. She previously served as the assistant dean of students/director of student activities at Edgewood College and provided leadership to areas of student activities, new student orientation, student organizations, leadership development and commuter student services. Beth received her Ed.D. in educational leadership with an emphasis in higher education from Edgewood College and her M.S. in college student personnel from Western Illinois University. Beth believes deeply in the mission and values of UW-Whitewater and believes that this line of work is a “calling” for her. This is evident in her work with students, her commitment to social justice, and her thoughtful, ethical and reflective practices.

## MEET THE FACULTY



### **Richard Mason**

Richard Mason has been involved in public education for more than 40 years. He has been a classroom teacher, reading specialist and Title I director and he served 30 years as a principal. Currently, Richard is an associate professor and created the Higher Educational Leadership Program. He coordinates the Educational Leadership Co-Op Program between UW-Whitewater and UW-Madison. His research interests include leadership in education and hiring practices. Richard assists with practicum and capstone courses.



### **Kristina Navarro**

Kristina Navarro is an assistant professor and coordinator of the Higher Education Leadership Program at UW-Whitewater. As a scholar-practitioner, Kristina served as a higher education athletics administrator for seven years, working with the UNC Division of Student-Athlete Development, Carolina Leadership Academy and University of Wisconsin Division of Student-Athlete Support Services. She earned her doctoral degree in educational leadership and policy analysis from the University of Wisconsin-Madison, Master of Arts degree in sport administration from the University of North Carolina-Chapel Hill and Bachelor of Science degree in business administration, sport management, and strength and conditioning from UW-La Crosse. Her research is focused on the student-athlete higher education experience and has appeared in the Journal of College Student Development, Journal of Career Development, College Student Affairs Journal, Journal for the Study of Sports and Athletes in Higher Education and Journal of Issues in Intercollegiate Athletics.

## MEET THE FACULTY

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### **Jeremy Reed**

Jeremy Reed has served as director of admissions at the University of Wisconsin-Whitewater since June 2015. Prior to his move to Wisconsin, he completed his Ph.D. in higher education and student affairs from the University of Iowa in May 2015. A proud first-generation college graduate from rural Iowa, Jeremy's research interests include social class issues, first-generation college student access and success, staff development and organization and administration of higher education. He has worked on both public and private college campuses in the Midwest since 1998, with diverse positions in undergraduate and graduate admissions, residence life, orientation, academic advising, continuing education and career services.

His private college experiences include assistant director of admission at Knox College and director of career services at Augustana College in Rock Island, Illinois. He earned a B.A. in political science from Loras College in Dubuque, Iowa, in 1998 and an M.Ed. in higher education and college student personnel from Kent State University in Ohio in 2004.

In his free time, Jeremy enjoys outdoor activities, visiting his nieces and nephew in Iowa, playing video games, consuming copious amounts of baked goods and cheering for the Iowa Hawkeyes — not necessarily in that order.

## MEET THE FACULTY



### **Paige Reed**

Paige Reed serves as the chief of institutional policy and compliance at UW-Whitewater. In this role, she is responsible for the oversight and management of policy and compliance issues for the institution, including Title IX, FERPA, campus safety and security, information technology, nondiscrimination and retaliation, policy development and shared governance.

Paige has 22 years of legal experience, serving as an attorney for public institutions of higher education in Illinois and Wisconsin for the past 13 years. Prior to coming to UW-Whitewater in 2016, Paige served as a senior system legal counsel for the University of Wisconsin System and as associate general counsel in the Office of General Counsel at Southern Illinois University. Her expertise includes labor and employment, student affairs, health care, transactions, public records and open meetings, affirmative action and diversity, policy development, litigation management, law enforcement and campus security and she has developed numerous training programs on issues such as sexual violence and sexual harassment, behavior intervention and threat assessment and conflict management.

Paige received her undergraduate degree in administration of justice from SIU Carbondale and her law degree from the SIU School of Law. She grew up in DuQuoin, Illinois, a small rural town outside of Carbondale.

## MEET THE FACULTY

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### **Tom Rios**

Tom Rios serves as vice chancellor for student affairs at UW-Whitewater. Immediately after high school, he worked in Milwaukee for five years as a telephone operator, factory worker, janitor and slaughterhouse butcher (he cut the heads off of steers). Upon losing one of his factory jobs, he entered a government program to help unskilled workers learn a new trade. It was in this program that he met a teacher who encouraged him to apply for college. He began college at the age of 23 years, and completed his undergraduate degree in 2.5 years.

Tom earned a bachelor's degree from the University of Wisconsin-Eau Claire, his master's degree from the University of Arizona and his Ph.D. from Indiana State University. He has worked at Pima Community College, UW-Waukesha, Dartmouth College, Allegheny College, Indiana State University, Michigan State University, and now back in his home state of Wisconsin.



## MEET THE FACULTY



### **Elizabeth Watson**

As a scholar-practitioner Elizabeth Watson is the director of the Center for Students with Disabilities at UW-Whitewater and has worked with individuals with disabilities for more than 24 years. Elizabeth was awarded her bachelor's and master's degrees from Steven F. Austin University and her Ph.D. from UW-Madison in rehabilitation psychology. She has served as a higher education administrator for the past 14 years.

Elizabeth presents regionally and nationally regarding universal design and students with disabilities, transitioning to college and success, using universal design to create curricular access, and adaptive technologies for accessing learning. She is involved in governance and institutional committees at UW-Whitewater and within the UW System. In addition to her higher education work, she is a licensed practicing counselor and a certified rehabilitation counselor. Elizabeth is a voracious reader and is often found simultaneously reading and watching kids baseball games while wearing sassy red pumps — which, by the way, she can run in.

# FUNDING OPPORTUNITIES

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UW-Whitewater is committed to the scholar-practitioner approach to graduate education, and, in turn, we strive to provide financial support for both adult and continuing students.

## Graduate Assistantships

Many units on campus work in cooperation with the UW-Whitewater Higher Education Leadership Program to employ graduate assistants. These positions begin in the fall semester and are organized through each campus unit. A graduate assistantship includes a stipend, tuition remission and health insurance. Students have completed graduate assistantships within residence life, career and leadership development, intercollegiate athletics, recreational sports and academic advising. Additional opportunities also may be available based on student interest.

## Grants

UW-Whitewater both encourages and supports graduate-level research that informs practice as well as career development. Faculty and instructors in the program are eager to assist graduate students interested in completing independent research or taking part in an ongoing project. Additionally, individual faculty members often employ hourly assistants through research grant funding. Students are encouraged to reach out to the program coordinator if they are interested in graduate research. Specific grant opportunities for graduate students can be found at [www.uww.edu/gradstudies/gaonline.php](http://www.uww.edu/gradstudies/gaonline.php).



# FUNDING OPPORTUNITIES

## Scholarships

The purpose of the Advanced Opportunity Program (AOP) is to expand the number of minority/disadvantaged students who receive graduate degrees from UW-Whitewater. Individuals who are residents of the State of Wisconsin and members of an ethnic minority group that traditionally have been under-represented in the advanced levels of major fields of study offered at UW-Whitewater are given highest priority for receiving AOP awards. The university is committed to recruitment, support, retention and graduation of AOP recipients. AOP awards are offered subject to availability of funds.

To receive AOP applications, please contact:

### **Advanced Opportunity Program**

Multicultural Affairs and Student Success  
University of Wisconsin-Whitewater  
McCutchan Hall, Room 226  
Whitewater, WI 53190  
262-472-4985





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