



**Institute of Higher Education**  
**UNIVERSITY OF GEORGIA**

**M.ED. PROGRAM**  
**STUDENT HANDBOOK**

Meigs Hall  
Athens, Georgia  
<http://ihe.uga.edu>

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**NOTE:** *This document is not intended as a binding or contractual agreement; its purpose is to serve as a guideline within the Institute's master's program.*

## The Institute of Higher Education

Founded in 1964, the Institute is noted for its multidisciplinary approach to teaching, research, and outreach, with particular emphases in policy studies, faculty and instructional development, management, and public service and outreach. IHE faculty members also specialize in history, leadership, economics, curriculum, sociology, institutional research, and international higher education. The Institute offers the M.Ed., Ed.D. and Ph.D. in Higher Education, and students may earn an M.P.A. with a higher education specialization through the School of Public and International Affairs.

The Institute's primary objectives are to:

1. prepare professionally trained personnel for administrative and professional staff positions in colleges, universities, and other educational agencies;
2. prepare graduate students for research, teaching, and service in the academic field of higher education;
3. develop instructional resources for the continuing professional education of faculty, administrators, and researchers in higher education;
4. provide in-service training and development opportunities to recently appointed administrators, faculty members, and professional staff in postsecondary education;
5. cooperate with other institutions and agencies providing professional and technical services to the various constituencies of colleges and universities;
6. analyze and interpret — through conferences, seminars, workshops, research, and publications — significant events, policy decisions, and public issues affecting higher and postsecondary education; and
7. contribute to the development of higher education as a field of advanced study through scholarly, practical, and applied research.

In meeting its objectives the Institute provides various professional and technical services to the University of Georgia, the University System, and other institutions of higher education within the state, region, and nation. Staff interests and expertise are comprehensive and diversified. Programs and services are enhanced further by the Institute's status as a university agency and by access to the University of Georgia's many other resources and expertise.

## Institute of Higher Education Faculty

Timothy R. Cain  
Associate Professor  
Ph.D., University of Michigan

Leslie Gordon  
Associate Director, Executive Ed.D. Program  
Ph.D., Georgetown University

James C. Hearn  
Professor and Associate Director, Institute of Higher Education  
Ph.D., Stanford University

Charles B. Knapp  
President Emeritus  
Director, Executive EdD Program

Libby V. Morris  
Director, Institute of Higher Education  
Miller Distinguished Professor of Higher Education  
Ph.D., University of North Carolina

Erik C. Ness  
Associate Professor of Higher Education and Graduate Coordinator  
Ph.D., Vanderbilt University

Sheila Slaughter  
Louise McBee Professor of Higher Education  
Ph.D., University of Wisconsin

George Spencer  
Assistant Professor of Higher Education  
Ed.D, Harvard Graduate School of Education

Amy Stich  
Assistant Professor of Higher Education  
Ph.D., University at Buffalo, State University of New York

Robert K. Toutkoushian  
Professor of Higher Education  
Ph.D., Indiana University

Karen L. Webber  
Associate Professor of Higher Education  
Ph.D., University of Maryland, College Park

Gregory Wolniak  
Associate Professor of Higher Education  
Ph.D., University of Iowa

## **Institute of Higher Education Adjunct Faculty**

IHE adjunct professors contribute to teaching, have a clear connection to the research emphases of the Institute faculty, and/or assist with public service and outreach.

Angela Bell

Adjunct Assistant Professor of Higher Education

Associate Vice Chancellor, Research and Policy Analysis, University System of Georgia (USG)

John P. Dayton

Adjunct Professor of Higher Education

Professor of Education Law and Policy

Director, Education Law Consortium

Manuel González-Canché

Adjunct Professor of Higher Education

Associate Professor of Higher Education at the University of Pennsylvania Graduate School of Education

Joseph C. Hermanowicz

Adjunct Professor of Higher Education

Associate Professor of Sociology

Marguerite Koepke

Adjunct Associate Professor of Higher Education

Professor Emerita of Landscape Architecture

Jennifer Rippner

Adjunct Assistant Professor of Higher Education

Consultant, University System of Georgia Chancellor's Office and Georgia's P-20 Council

## Institute of Higher Education Fellows

Fellows from a wide variety of disciplines and institutions enrich the multi-disciplinary intellectual community at the Institute. IHE Fellows include:

Robert Anderson  
President  
SHEEO

Michelle Cooper  
President  
IHEP

Christopher Cornwell  
Professor of Economics  
Terry College of Business, UGA

Houston Davis  
President  
University of Central Arkansas

Elizabeth DeBray  
Professor, LEAP  
Associate Director for Policy, Georgia Education  
Policy & Evaluation Center, UGA

Mary Lou Frank  
Educational Consultant  
Adjunct Faculty  
Brenau University

Ilkka Kauppinen  
Adjunct Professor  
Dept. of Social Sciences and Philosophy  
University of Jyväskylä (Finland)

Larry L. Leslie  
Professor Emeritus  
University of Arizona

James T. Minor  
Sr. Strategist for Academic Success and Inclusive  
The California State University Chancellors  
Office

David Mustard  
Professor of Economics  
Terry College of Business, UGA

Brian Noland  
President  
East Tennessee State University

Kenneth E. Redd  
Sr. Director of Research and Policy Analysis  
NACUBO

Linda A. Renzulli  
Professor of Sociology and Department Head  
Purdue University

Edward G. Simpson, Jr.  
Distinguished Public Service Fellow Emeritus  
UGA

James Soto Anthony  
Dean  
Graduate Division  
University of California, San Diego

Randy L. Swing  
Higher Education Consultant

David Tandberg  
VP for Policy Research and Strategic Initiatives  
SHEEO

Wayne J. Urban  
Professor Emeritus, University of Alabama  
Regents' Professor Emeritus  
Georgia State University

C. Edward Watson  
Associate Vice President for Quality, Advocacy  
and LEAP Initiatives  
AAC&U

Meihua Zhai  
Assistant Vice President  
Institutional Research & Analysis  
Wayne State University

## **Institute of Higher Education Emeritus Faculty**

Delmer D. Dunn  
Regents Professor of Public Administration and Policy  
Professor Emeritus of Public and International Affairs  
Vice President for Instruction Emeritus  
Ph.D., University of Wisconsin

Melvin B. Hill  
Senior Public Service Associate Emeritus  
JD., Cornell University

Sylvia Hutchinson  
Professor Emerita of Higher Education and Reading Education  
Ph.D., University of Georgia

M. Louise McBee  
Associate Vice President for Academic Affairs Emerita  
Ph.D., Ohio State University

Edward G. Simpson, Jr.  
Distinguished Public Service Fellow Emeritus  
Ed.D., Virginia Tech

Ronald D. Simpson  
Professor Emeritus of Higher Education and Science Education  
Director Emeritus of Office of Instructional Development  
Ed.D., University of Georgia

D. Parker Young  
Professor Emeritus  
Ed.D., University of Georgia


## **M.ED. PROGRAM IN HIGHER EDUCATION AT UGA**

The Master's of Education in Higher Education Administration is designed to prepare students for entry- and mid-level administrative and research positions in postsecondary education institutions, policy and research organizations, and governmental and nonprofit entities across the state, region, and country. The master's program will introduce students to the field of higher education through a survey of critical issues and works on higher education management, research, and policy. M.Ed. students will delve deeply into one specialization in higher education research and practice to hone their interests and skills in a particular area within the broader field allowing them to develop specialized research and decision-making skills aimed at preparing them for professional and academic opportunities.

While the Institute of Higher Education's M.Ed. program is primarily designed for students who are pursuing the program full-time, part-time students are also welcomed to pursue the program. Students who choose part-time study should know that they are expected to complete at least 9 credit hours of coursework over the course a calendar year. In addition, Graduate School policy dictates that students must be enrolled two semesters per academic year to remain on active status.



## M.Ed. Program of Study Checksheet

 <b>INSTITUTE OF HIGHER EDUCATION</b> <b>MEd Program of Study Checksheet</b> Total Credit Hours = 33 hours		
<b>I. Required Content (12 hours)</b>	<b>CREDIT HOURS</b>	<b>TERM</b>
EDHI 8010 Higher Education in the U.S.		
EDHI 8400 Finance and Higher Education		
EDHI 9050 Organization and Governance in Higher Education		
EDHI 6990 Applied Research in Higher Education		
<b>TOTAL</b>		
<b>II. Cognate/Electives (18 hours)</b>	<b>CREDIT HOURS</b>	<b>TERM</b>
<i>Note: These courses should be chose in conjunction with faculty advisor.</i>		
<b>A. Content-Specific IHE Courses</b>		
EDHI 6700 Administrative Practicum in Higher Education		
EDHI 8000 History of American Higher Education		
EDHI 8200 Institutional Research		
EDHI 8300 Law and Higher Education		
EDHI 8410 Economic Applications to Higher Education		
EDHI 8500 Outreach and Public Service in the University		
EDHI 8600 Assessment in Higher Education		
EDHI 8700 State Systems of Higher Education		
EDHI 8910 Quantitative Methods in Higher Education I		
EDHI 8910L Quantitative Methods in Higher Education I Lab		
EDHI 8920 Quantitative Methods in Higher Education II		
EDHI 8920L Quantitative Methods in Higher Education II Lab		
EDHI 8930 Qualitative Research in Higher Education		
EDHI 8960 Intro to US Postsecondary Education National DataSets		
EDHI 9010 Academic Programs in Higher Education		
EDHI 9020 Critical Issues in Higher Education		
EDHI 9040 Using Technology in the Classroom		
EDHI 9060 Social Theory and Higher Education		
EDHI 9100 The American Professoriate		
EDHI 9200 Administrative Leadership in Higher Education		
EDHI 9210 Strategy and Management in Higher Education		
EDHI 9400 Comparative Higher Education		
EDHI 9500 Policy Studies in Higher Education		
<b>B. Non-IHE Courses</b>		
<i>Provide prefix/suffix and complete course title</i>		
<b>TOTAL</b>		
<b>III. Capstone Course (3 hours)</b>	<b>CREDIT HOURS</b>	<b>TERM</b>
EDHI 7650 Applied Project in Higher Education		
<b>TOTAL CREDIT HOURS</b>		

## Possible Specialization Tracks

*In consultation with their faculty advisor, students in the master's program should develop a specialization relevant to their scholarly and professional interests. The following are examples of two specializations that may meet the interests of IHE students. The courses listed under each specialization are not exhaustive, but provide guidance for crafting specializations with IHE and non-IHE courses.*

### **Research & Analysis (5 of the following courses)**

- EDHI 8200 - Institutional Research in Higher Education
- EDHI 8600 - Assessment in Higher Education
- EDHI 8920 - Quantitative Methods in Higher Education II
- EDHI 8920L - Quantitative Methods in Higher Education II Lab
- EDHI 8930 - Qualitative Research in Higher Education
- EDHI 8960 - Introduction to U.S. Postsecondary Education National Datasets
- EDHI 9020 - Critical Issues in Higher Education
- EDHI 9700 - Internship in Higher Education

### **Public Policy (5 of the following courses)**

- EDHI 8700 - State Systems in Higher Education
- EDHI 8920 - Quantitative Methods in Higher Education II
- EDHI 8920L - Quantitative Methods in Higher Education II Lab
- EDHI 8930 - Qualitative Research in Higher Education
- EDHI 9020 - Critical Issues in Higher Education
- EDHI 9500 - Policy Studies in Higher Education
- EDAP 8210 - Educational Policy Analysis
- PADP 6950 - Foundations of Policy Analysis

### **Program of Study Notes:**

- IHE course descriptions can be viewed at <http://ihe.uga.edu/graduate-programs/course-descriptions>. Additional course descriptions, objectives, topical outlines can be viewed at UGA Bulletin <http://www.bulletin.uga.edu/>
- No required courses can be taken outside of the Institute. Required courses must be completed in the traditional format. Students may not substitute independent study courses for required courses.
- Requests for Transfer credit must be approved in advance by the Graduate Coordinator and must adhere to the [UGA Graduate School's policy](#) and may only be counted toward the non-IHE electives section of the program of study.
- Individual changes or substitutions to a student's Program of Study must be approved by both the Graduate Coordinator and the adviser and should only be requested in extenuating circumstances.
- No courses with a grade below a 'C' may be placed on the final Program of Study. Further, students must be admitted to candidacy within 5 years of their first semester of graduate study to prevent courses from expiring

## **INTERNSHIPS**

An internship is not required, but strongly encouraged for graduate students. IHE faculty aim to match individual needs and experiences to appropriate internship opportunities. Possible internship placements may include offices on the UGA campus (e.g., admissions, financial aid, institutional research, service learning, Vinson Institute of Government) or other higher education agencies (e.g., University System of Georgia, Southern Regional Educational Board). The student's major professor, the graduate coordinator, and the Institute's director must approve all internships, in advance.

The supervised internship is a work experience under a full-time administrator or scholar in an institution or agency of higher education. A major portion of the intern's time should be spent in observing, studying, and assisting in administrative decision making, policy implementation, active research, or institutional studies.

## **SEMINARS AND CONFERENCES**

A valuable component of each student's doctoral program is the opportunity to participate in the Institute's in-service development activities. During the two or more years in which they are formally enrolled there will be occasional workshops, seminars, and conferences that students are expected to participate. Although these learning opportunities carry no academic credit, they are directly related to the professional and personal development of doctoral graduates. Participation by doctoral students is therefore expected.

## **ADVISEMENT**

Upon entering the master's program, the IHE Master's Coordinator will serve as each students' faculty advisor. Students are responsible for all degree requirements and deadlines specified by the Graduate School, as well as all program requirements specified by the Institute's faculty.

## STUDENT SUPPORT RESOURCES

In addition to the support offered by the faculty and staff at the Institute of Higher Education, the following university-wide resources are available to IHE Graduate Students. Should students need departmental support in accessing or utilizing these resources they should contact their respective advisers or the program coordinator.

### 1. Academic Assistance

- Office of Student Care and Outreach: <https://sco.uga.edu/>
- Disability Resource Center: <https://drc.uga.edu/>
- Division of Academic Enhancement: <https://dae.uga.edu/>
- UGA Career Center: <http://www.career.uga.edu/>
- UGA Libraries: <https://www.libs.uga.edu/>

### 2. Campus Engagement

- Center for Leadership and Service: <https://cls.uga.edu/>
- Center for Student Activities & Involvement: <https://involvement.uga.edu/>
- Office of Service-Learning: <https://servicelearning.uga.edu/>
- Multicultural Services and Programs: <https://msp.uga.edu/>
- Institutional Diversity: <http://diversity.uga.edu/>
- LGBT Resource Center: <https://lgbtcenter.uga.edu/>
- International Student Life: <https://isl.uga.edu/>
- Student Conduct: <https://conduct.uga.edu/>
- Student Veteran Resource Center: <https://svrc.uga.edu/>

### 3. Financial Assistance

- Financial Hardship Resources: <https://financialhardship.uga.edu/>
- Emergency Funds: [https://studentaffairs.uga.edu/vp/content\\_page/emergency-fund](https://studentaffairs.uga.edu/vp/content_page/emergency-fund)
- Financial Aid: <https://osfa.uga.edu/>
- Food Scholarship: [https://tate.uga.edu/food\\_content\\_page/food-scholarship-home/](https://tate.uga.edu/food_content_page/food-scholarship-home/)
- UGA Student Food Pantry: <https://ugapantry.weebly.com/>

### 4. Health and Wellness

- ASPIRE Clinic: <https://www.aspireclinic.org/>
- Homelessness and Foster Care: <https://sco.uga.edu/sco/embarkuga>
- Bulldog Basics: <https://www.fcs.uga.edu/ssac/bulldog-basics>
- Counseling and Psychiatric Services (CAPS): <https://www.uhs.uga.edu/caps/welcome>
- Recreational Sports and Ramsey Student Center: <https://recsports.uga.edu/>
- University Health Center: <https://uhs.uga.edu/>
- Counseling: <https://coe.uga.edu/directory/counseling-and-personal-evaluation>
- Psychology Clinic: <http://psychology.uga.edu/clinic-information>
- Equal Opportunity Office: <https://eoo.uga.edu/>
- UGA Police Department: <https://police.uga.edu/>