



Institute of Higher Education
UNIVERSITY OF GEORGIA

M.ED. PROGRAM
STUDENT HANDBOOK

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

Updated August 2021

TABLE OF CONTENTS

Overview of the Institute of Higher Education.....	1
Institute of Higher Education Faculty	2-5
Master's Program Overview	6
Program of Study	7-8
Internships and Information	9
Internships and Information	10

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
Associate 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)

Christopher Cornwell

Professor of Economics, Simon S. Selig, Jr. Chair for Economic Growth

University of Georgia

John P. Dayton

Adjunct Professor of Higher Education

Professor of Education Law and Policy

Director, Education Law Consortium

Elizabeth H. DeBray

Professor, Department of Lifelong Education, Administration, and Policy

College of Education, University of Georgia

Jennifer Frum

Vice President for Public Service and Outreach

University of Georgia

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

David Mustard

Josiah Meigs Distinguished Teaching Professor of Economics

University of Georgia

Jennifer Rippner

Adjunct Assistant Professor of Higher Education

Visiting Lecturer, School of Education, Indiana University

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

Houston Davis
President
University of Central Arkansas

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

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

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

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

 INSTITUTE OF HIGHER EDUCATION MEd Program of Study Checksheet Total Credit Hours = 33 hours		
I. Required Content (12 hours)	CREDIT HOURS	TERM
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		
TOTAL		
II. Cognate/Electives (18 hours)	CREDIT HOURS	TERM
<i>Note: These courses should be chose in conjunction with faculty advisor.</i>		
A. Content-Specific IHE Courses		
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 8920 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. Non-IHE Courses		
<i>Provide prefix/suffix and complete course title</i>		
TOTAL		
III. Capstone Course (3 hours)	CREDIT HOURS	TERM
EDHI 7650 Applied Project in Higher Education		
TOTAL CREDIT HOURS		

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.

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 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
- Financial Aid: <https://osfa.uga.edu/>
- Food Scholarship: 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/>

ANNUAL REVIEW

IHE MEd Student Academic Year Review

Please complete the following questions about your experience in the 2020-21 academic year. This information helps the Institute to track the achievements and progress of MEd students for this academic year and to make plans for the upcoming academic year.

1. Please outline the progress you have made toward the fulfillment of your coursework. Also, briefly outline your plans for the upcoming academic year and discuss any courses you have completed in other departments.

2. Discuss the development of your research interests and tentative areas of specialization or internship experiences.

3. Briefly summarize your participation in any research projects, research teams, conference submissions and presentations, and publication submissions. Please identify the methodology for each item listed below as quantitative, qualitative, or mixed methods. If applicable, please include citations for conference presentations and publications and indicate if the project was funded.
 - a. Research projects:
 - b. Research teams:
 - c. Conference submissions:
 - d. Conference presentations:
 - e. Publication submissions:
 - f. Publications:

4. Discuss the development of your professional/career interests, indicate your participation in professional development/engagement activities, and identify any awards/honors you received. For example, this may include guest lectures, university service activities, professional association membership and/or service, and community service activities.

5. If applicable, discuss your assistantship experience, including your major tasks, responsibilities, and achievements.

6. What IHE event did you attend during the academic year? Please mark all that apply.