M.E.D. PROGRAM
STUDENT HANDBOOK

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

Updated August 2021
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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
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
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

<table>
<thead>
<tr>
<th>I. Required Content (12 hours)</th>
<th>CREDIT HOURS</th>
<th>TERM</th>
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<tbody>
<tr>
<td>EDHI 8010 Higher Education in the U.S.</td>
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<td>EDHI 8400 Finance and Higher Education</td>
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<td>EDHI 9050 Organization and Governance in Higher Education</td>
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<tr>
<td>EDHI 6990 Applied Research in Higher Education</td>
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<tr>
<th>II. Cognate/Electives (18 hours)</th>
<th>CREDIT HOURS</th>
<th>TERM</th>
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<tbody>
<tr>
<td><strong>Note:</strong> These courses should be chose in conjunction with faculty advisor.</td>
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<thead>
<tr>
<th>A. Content-Specific IHE Courses</th>
<th>CREDIT HOURS</th>
<th>TERM</th>
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<tbody>
<tr>
<td>EDHI 6700 Administrative Practicum in Higher Education</td>
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<td>EDHI 8000 History of American Higher Education</td>
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<td>EDHI 8200 Institutional Research</td>
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<td>EDHI 8300 Law and Higher Education</td>
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<td>EDHI 8410 Economic Applications to Higher Education</td>
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<td>EDHI 8500 Outreach and Public Service in the University</td>
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<td>EDHI 8600 Assessment in Higher Education</td>
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<td>EDHI 8700 State Systems of Higher Education</td>
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<td>EDHI 8910 Quantitative Methods in Higher Education I</td>
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<tr>
<td>EDHI 8910L Quantitative Methods in Higher Education I Lab</td>
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<tr>
<td>EDHI 8920 Quantitative Methods in Higher Education II</td>
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<td></td>
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<tr>
<td>EDHI 8920L Quantitative Methods in Higher Education II Lab</td>
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<tr>
<td>EDHI 8930 Qualitative Research in Higher Education</td>
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<tr>
<td>EDHI 8960 Intro to US Postsecondary Education National DataSets</td>
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<tr>
<td>EDHI 5010 Academic Programs in Higher Education</td>
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<tr>
<td>EDHI 5020 Critical Issues in Higher Education</td>
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<td>EDHI 5040 Using Technology in the Classroom</td>
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<td>EDHI 5060 Social Theory and Higher Education</td>
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<tr>
<td>EDHI 5100 The American Professoriate</td>
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<td>EDHI 5200 Administrative Leadership in Higher Education</td>
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<td>EDHI 5210 Strategy and Management in Higher Education</td>
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<tr>
<td>EDHI 5400 Comparative Higher Education</td>
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<tr>
<td>EDHI 5500 Policy Studies in Higher Education</td>
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<tr>
<th>B. Non-IHE Courses</th>
<th>CREDIT HOURS</th>
<th>TERM</th>
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<tr>
<td>Provide prefix/suffix and complete course title</td>
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**TOTAL**

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<tr>
<th>III. Capstone Course (3 hours)</th>
<th>CREDIT HOURS</th>
<th>TERM</th>
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<tbody>
<tr>
<td>EDHI 7650 Applied Project in Higher Education</td>
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**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](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/](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.