



Institute of Higher Education
UNIVERSITY OF GEORGIA

M.ED. PROGRAM
STUDENT HANDBOOK

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

Updated August 2017

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

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 (2005)

Leslie Gordon
Associate Director, Executive Ed.D. Program
Ph.D., Georgetown University (2008)

James C. Hearn
Associate Director, Institute of Higher Education
Professor of Higher Education
Ph.D., Stanford University (1978)

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 (1982)

Erik C. Ness
Associate Professor of Higher Education and Graduate Coordinator
Ph.D., Vanderbilt University (2006)

Sheila Slaughter
Louise McBee Professor of Higher Education
Ph.D., University of Wisconsin (1975)

Amy Stich
Assistant Professor of Higher Education
Ph.D., University at Buffalo, State University of New York (2010)

Robert K. Toutkoushian
Professor of Higher Education
Ph.D., Indiana University (1991)

Karen L. Webber
Associate Professor of Higher Education
Ph.D., University of Maryland, College Park (1988)

Gregory Wolniak
Associate Professor of Higher Education
Ph.D., University of Iowa (2004)

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 Postdoctoral Associate(s)

Meredith Billings

Meredith Billings is a doctoral candidate in the Center for the Study of Higher and Postsecondary Education (CSHPE) at the University of Michigan. Her research interests focus on college affordability, state higher education financing policies, and tuition setting for public colleges and universities. Prior to her enrollment at Michigan, Meredith worked as an institutional researcher at Tufts University for three years. She holds a bachelor of science in neuroscience from the College of William and Mary and a master's of arts in higher education from the University of Maryland.

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:

James Soto Antony
Senior Lecturer on Education
Harvard University

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

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
Senior Lecturer
Dept. of Social Sciences and Philosophy
University of Jyväskylä (Finland)

Larry L. Leslie
Distinguished Visiting Professor
of Higher Education

Michael K. McLendon
Dean and Professor
Higher Education Policy and Leadership
Baylor University

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
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

Randy L. Swing
Higher Education Consultant and Former

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
Sr. Institutional Researcher and Data Scientist
Office of Institutional Research, UGA

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.


The M.Ed. program is informed by three distinct themes defining the core interests of its faculty:

- Institutional Change
- Science, Technology, and Economic Development
- Postsecondary Education Policy

These themes provide a frame for the character and organization of the M.Ed. program. The program is designed to systematically expose students to a set of courses that will provide an entry point into a specialization in any one of the three areas above.

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 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. 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
- EDHI 9700 - Internship 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.
- 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.

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.