

2023-24

# STUDENT HANDBOOK

M.Ed. in Higher Education



College of Education

UNIVERSITY OF HOUSTON

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**Note:** This handbook is provided as a guide for students in the Higher Education programs and should be consulted in conjunction with official University policies. The information provided herein strives to be as accurate as possible as of **August 17, 2023**, but requirements, policies, programs, course numbers, etc. may change throughout the year, thus making some information inaccurate or outdated. Please refer to the UH website for the most up-to-date information.

## PREFACE

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Welcome to graduate study in the Higher Education Program, offered through the Department of Educational Leadership and Policy Studies (ELPS) in the College of Education (COE) at the University of Houston (UH). We intend for this Guide to be an important resource and provide you with a detailed, but understandable, overview of the program's training philosophy; goals; objectives; expected student competencies; research requirements, and other policies and procedures.

We also expect that the Guide will serve as an important reference for you as you progress through the Program, providing answers to many of your questions. To understand how the M.Ed. in Higher Education and its requirements fit within the larger context of the COE and the UH, please use this Handbook in conjunction with The UH Graduate Catalog (<http://publications.uh.edu/index.php>).

Additional information about the Program can also be obtained at the Program website: <https://uh.edu/education/degree-programs/higher-ed-m/>

Please feel free to consult with your academic advisor and/or Program Director about items that you may be unsure about after you have reviewed the appropriate section(s) of the Guide. Although we have made every effort to ensure the accuracy of the information provided in this Guide, there may be inaccuracies that result from errors or policy or procedural changes at the Departmental, College, University, or national level that we were unaware of at the time these documents were last revised. Thus, this Guide may be best considered to be “works in progress” that will likely be revised on at least an annual basis rather than as final documents.

In closing, the Program faculty trusts that you will find the enclosed information helpful as you complete the M.Ed. in Higher Education. As you matriculate through the Program, please raise any questions and issues you may have with your advisor after you have reviewed this Guide.

Welcome to the Coog Community!

**Dr. Vincent D. Carales, *Associate Professor***  
MEd Program Director [vcarales@uh.edu](mailto:vcarales@uh.edu)

### Connect with us on social media!

**TWITTER/X:** @HiEdUH Higher Education at UH

**FACEBOOK:** @HiEdUH University of Houston Higher Education Program (Public Page)

# INTRODUCTION

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## **PURPOSE OF THIS HANDBOOK**

This handbook is intended for students in the Higher Education program within the Department of Educational Leadership & Policy Studies (ELPS) in the College of Education (COE) at the University of Houston (UH). It provides an overview of program requirements, policies, rules, and regulations. The information included is designed to facilitate students' progress toward the attainment of their degree objectives. The purpose of this handbook is to supplement and clarify – not supersede – policies and procedures provided at the College of Education or University of Houston level.

## **GOALS OF THE PROGRAM**

Graduate programs in Higher Education Leadership & Policy Studies are grounded in a philosophical belief in the transformational nature of higher education as an institution of social change. As such, the primary objectives of the M.Ed. in Higher Education program are to prepare those who aspire to leadership positions in student affairs and other key administrative areas within a college or university.

Ultimately, these efforts are intended to strengthen education at the local, state, national, and international levels, and further equity of opportunity for all students, but particularly those traditionally underserved by our current systems. Successful progress through the program requires academic, intrapersonal, interpersonal, and professional skill development. Participation in the program necessitates that students balance their personal commitments (e.g., current employment, family, personal health) with the professional development commitments associated with the program.

## **INSTITUTIONAL RESOURCES**

University-level resources are the Graduate Catalog and the myUH self-service portal. COE-level resources are the COE Office of Graduate Studies, MyAdvisor, and staff advisors. Department-level resources are the ELPS website, faculty advisors, and departmental staff.

Within the Higher Education Program, the Cohort Captain is one way that students collectively communicate with the department. During the first semester of enrollment, each incoming MEd cohort will choose a Cohort Captain. This student will serve as the primary representative for the cohort. Responsibilities include reporting any issues or concerns that arise within the cohort to the ELPS program staff and communicating any updates to members of their cohort and keeping them informed of any change.

## University of Houston Graduate & Professional Studies Catalog

Students are responsible for reading the catalog and being aware of the requirements, policies, rules, and regulations currently in effect for all graduate students at the University of Houston. Please view the Graduate Catalog to review all policies regarding, but not limited to the following:

- Academic honesty
- Dropping courses
- Examinations
- Leave of absence
- Low Grade policy
- Plagiarism
- Time limitations on completion of degree requirements
- Transfer Credit
- Withdrawal
- Graduation

The catalog is available online at <http://publications.uh.edu/index.php>.

## myUH

The University of Houston is a student-focused, self-service academic community. As such, students must complete many administrative actions themselves. Through the myUH online portal, students can complete university-level tasks like checking admission status, registering for classes, reserving parking, resetting passwords, adding classes, viewing financial aid, making payments, downloading 1098Ts, and much more. myUH is accessed through this link:

<https://accessuh.uh.edu/login.php>. Students are required to update all personal contact information in myUH (i.e., phone numbers, mailing addresses, email addresses, etc.).

## COE Office of Graduate Studies Website

The COE Office of Graduate Studies (OGS) provides leadership and continuous support for all graduate programs, faculty, and students in the College of Education. COE policy information is available on the OGS website at <http://www.uh.edu/education/student-services/graduate-office/>.

## Department of Educational Leadership and Policy Studies Website

Please visit <http://www.uh.edu/education/departments/elps/> for information about the department, mission, degree programs, faculty, and staff, ELPS centers and institutes, testimonials, and more.

## MyAdvisor

The MyAdvisor portal is the electronic interface for student services in the College of Education. MyAdvisor is used to process and approve the following COE and ELPS-level tasks and forms:

- submit or change a degree plan,
- request a change of advisor or confirm advisor,
- request a transfer credit and waive course evaluation,
- submit intent forms for the comprehensive exam, and
- submit the annual review,

Please note that you must use your UH CougarNet credentials to log into the MyAdvisor application available at <https://www.coe.uh.edu/MyAdvisor/login.cfm>.

For password assistance or to reset/change to a new password, please access <https://uh.edu/cougarnet-wizard/#/> and follow the prompts. If you have questions about how to enter information in MyAdvisor, please contact the COE Office of Graduate Studies (OGS) at 713-743-7676 or [coegrad@central.uh.edu](mailto:coegrad@central.uh.edu).

## **COMMUNICATION**

Email is the institutions' official means of communicating with the UH community. All students are provided an official UH email mailbox to use during their enrollment at the University of Houston. The email account will be the primary way instructors, UH entities, and support staff communicate with students. The purpose of this action is to: (1) help retain the integrity and privacy of your personal email account by keeping UH related correspondence within its own email mailbox and (2) provide additional course curriculum Office 365 tools and functionality (<https://uh.edu/infotech/services/accounts/email/student-email/#CougarNetEmail>).

### **Access and Use Your UH CougarNet Email Mailbox**

There are two ways to access and use your official UH email mailbox.

1. Visit AccessUH and click on the "Office 365" icon to gain access to the Outlook web app.
2. Download the free Microsoft Outlook app and follow the appropriate tutorial to check, send, and receive UH emails on mobile devices.

### **Update Your Destination Email in AccessUH**

Manually update your 'destination' email address to redirect to your new official UH email mailbox. Visit the UIT website to learn how to update the destination email within AccessUH (<https://uh.edu/infotech/services/accounts/email/update-student-address/>).

## HIGHER EDUCATION FACULTY

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**Vincent D. Carales, Ed.D.**

*Assistant Professor and M.Ed. Program Director*

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Dr. Vincent D. Carales studies the experiences and educational outcomes of first generation, Latino, low-income and community college students. He is also interested in examining federal, state, and institutional policies related to college affordability. Dr. Carales has over 20 years of higher education experience which includes working as an outreach financial aid counselor at The University of Texas at Austin and as a school consultant and account executive at Trellis Company (formerly Texas Guaranteed Student Loan Corporation). Dr. Carales is an active member of the Texas Association of Chicanos in Higher Education (TACHE), American Educational Research Association (AERA), Association for the Study of Higher Education (ASHE), and the Council for the Study of Community Colleges (CSCC). His work has been published in multiple academic journals including *The Journal of Student Affairs Research and Practice*, *Journal of Diversity in Higher Education*, *Teacher's College Record*, *Educational Policy*, *Community College Review* and *Community College Journal of Research and Practice*. Dr. Carales earned his bachelor's degree in Mass Communication and his master's degree in Counseling and Guidance from Texas State University and his EdD from the University of Texas at San Antonio.



**Tiffany J. Davis, Ph.D.**

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Dr. Tiffany J. Davis is clinical associate professor of higher education and College of Education's associate dean for student equity, belonging, and success. Dr. Davis' background includes over 15 years of leadership experiences spanning academic and student affairs, including administration, supervision, program development, and advising. Her scholarship addresses two major strands: (1) issues related to diversity, equity, and inclusion within postsecondary contexts and (2) socialization and professional pathways for the higher education profession. Dr. Davis earned her Ph.D. in Counseling and Student Personnel Services and a graduate certificate in Interdisciplinary Qualitative Studies at the University of Georgia, a master's degree in College Student Personnel and graduate certificate in Organization Development and Change from Bowling Green State University, and a bachelor's degree in Human Ecology from the University of Tennessee.





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Dr. Pamela Hernandez is principal researcher and founder of Educo Research, a research firm that builds human capacity and social change through research. Educo Research builds, conducts, analyzes, and reports research, and creates strategic research plans with organizations to support organizational priorities and build human capacity. Dr. Hernandez has over twelve years of professional experience in public and private higher education institutions across the U.S. in fields such as educational research, assessment and evaluation, as well as student leadership development, multiculturalism, diversity, and social justice training. Her expertise is in qualitative research across various topics such as Latinx immigrants, undocumented college students, housing and health equity, and community leadership development. Her research interests are in LatCrit Theory, feminist epistemologies, college access and success among Latinx students, and broadly social justice issues. She received her M.S. in Educational Leadership & Policy Studies from the University of Oregon and Ph.D. in Higher Education Administration from the University of Maryland, College Park.



**Catherine Horn, Ph.D.**

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Dr. Catherine Horn focuses on the systemic influences of secondary and postsecondary assessment and related policies on the learning trajectories of students especially for students traditionally underserved by the education and social sectors. Prior to joining the University of Houston, she worked as Research Associate for The Civil Rights Project at Harvard University; Senior Research Associate for the Center for the Study of Testing, Evaluation and Educational Policy's National Board on Educational Testing and Public Policy at Boston College; and a teacher at Jefferson Davis High School in the Houston Independent School District. Dr. Horn has been honored with numerous awards including, most recently, a Fulbright Fellowship to Chile, a University Teaching Excellence Award, and appointment as an inaugural University of Houston Energy Fellow.



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Dr. Dave A. Louis employs counter-storytelling as the core of his research agenda that centers on the voices, authenticity, and meaningfulness of the Black experience in postcolonial environments. His research addresses the experiences of minoritized, marginalized, and underrepresented populations within higher education with a particular focus of individuals of the African Diaspora. Previously as an associate professor of higher education at Texas Tech University, he was affiliated faculty in Women's & Gender Studies program and taught courses on student activism and social justice at the Honors College where he previously served as interim associate dean. He was the 2020 recipient of the Carlos J. Vallejo Memorial Award for Scholarship awarded by the American Educational Research Association (AERA) Multicultural/Multiethnic SIG, 2020 Fulbright Scholar (Germany), and the President's Excellence in Diversity & Equity Award at Texas Tech University in 2015. Dr. Louis earned his bachelor's degree in psychology from Morehouse College, his master's degree in education from Harvard Graduate School of Education, and his PhD in higher education administration from Texas A&M University.



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Dr. Lyle McKinney studies college affordability and degree completion. His interests cover understanding college experiences and outcomes of lower-income students. Overall focus of his research has explored community colleges, financial aid, and higher education policy. Dr. McKinney's overreach goal aims to aid in the development of public policies and institutional practices that significantly increase the rates of success among students from less advantaged backgrounds. Dr. McKinney earned his Ph.D. from the University of Florida.



**Yali Zou, Ph.D.**

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Dr. Zou has been a professor at the College of Education for over 20 years. She has taught several courses, including Social and Cultural Foundations in Education, Qualitative Research Methods, Ethnographic Research in Education, Higher Education Administration in Multicultural Settings, and Global Leadership in Education, as well as Anthropology and Education. Dr. Zou is the author or co-author of eight books, including *Power in Education; Healing Multicultural America; Ethnography and Education: Qualitative Approaches to the Study of Education; Ethnic Identity and Power: Cultural Contexts of Political Action in School and Society; Successful Management and Operation: In the Service Industry: A Cultural Perspective; Transformational University Leadership; and Family Literacy Practices in Asian and Latinx Families: Educational and Cultural Considerations*. Dr. Zou's research interests include cross-cultural, transnational understanding and communications, ethnic identity formation, minority student academic achievement, and globalization in education. She has conducted a major Spence Foundation Research Grant Project and a Spence Foundation Research Forum. Dr. Zou is also an honorary guest professor at numerous universities in China: Central University for Nationalities (Beijing), Tianjin Normal University (Tianjin), Institute of Higher Education of Beijing Normal University (Beijing), Jilin Huaqiao Foreign Languages University (Changchun), Shanghai Educational Science Academy (Shanghai), Northwest University for Nationalities (Lanzhou), and Changchun University (Changchun)



**Dr. Paula Myrick Short**

*Professor Emeritus*

Paula Myrick Short came to the University of Houston July 2012 as Distinguished Professor and Founding Director of the Institute for Policy, Research, and Evaluation. In January 2013, she was appointed Interim Senior Vice Chancellor for Academic Affairs, UH System and Interim Senior Vice President for Academic Affairs and Provost, University of Houston. In June 2013, her appointment was made permanent. Dr. Short retired in 2022 after most recently serving for 10 years as Senior Vice Chancellor/Senior Vice President for Academic Affairs and Provost of the UH System and UH.



**Dr. Alexander F. Schilt**

*Professor Emeritus*

Over 20 plus years, Alex Schilt served as president or chancellor of four universities in three states. He is acknowledged as a prolific fund raiser, an articulate spokesperson for funding excellence in America's public universities and enhancing cultural understanding and economic progress through university partnerships in Latin American and Asia. Dr. Schilt retired in 2018, after most recently serving as a Professor of Higher Education.

The Higher Education Program faculty also includes adjunct instructors who are scholar-practitioners who work within and beyond the University of Houston system and vary by semester given the subject matter of the specific course offered at the time. Detailed HELPS core faculty information is available online at <https://uh.edu/education/departments/elps/faculty/>.

## ACADEMIC ADVISING AND ACADEMIC POLICIES

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### ADVISING

The student's relationships with their academic and faculty advisor are the primary means by which the program monitors and facilitates student progress through the program and professional and personal competency development. Students are expected to maintain regular contact with their advisors throughout their matriculation, keep their advisors apprised of any problems or concerns that may affect their academic work, complete degree plans in close consultation with their advisors, and seek their advisor's consultation and assistance as appropriate.

Higher education M.Ed. students operate within a dual-advising model. Each M.Ed. student has been assigned an academic advisor within the Office of Graduate Studies here in the College of Education. They serve as your primary contact related to related to course enrollment and registration, UH policies and processes, approving degree plans, and monitoring overall program progress. In early Fall, each student will also be connected with a core Higher Education faculty member to serve as their faculty advisor. We see this an opportunity for students to connect one-on-one with a faculty member and to develop a relationship that can assist in personal and professional development, outside of the classroom.

Visit the ELPS website at <http://www.uh.edu/education/departments/elps/> to access faculty and staff contact phone numbers and email addresses.

### DEGREE PLAN APPROVAL

Students in the program are required to complete a Degree Plan via MyAdvisor that lists the coursework a student will complete for the degree. The degree plan should be submitted by the end of the first semester of enrollment. Degree plan approvals are automatically routed to the appropriate signatories. To make changes to an approved degree plan, students submit via MyAdvisor a "Submit/Change Degree Plan" form indicating the changes to the degree plan and the reason for such changes. Please contact your advisor if you have questions about your degree plan.

### ONGOING AND ANNUAL REVIEW

Per COE policy, graduate programs are asked to conduct annual reviews of their students' academic progress and performance. The COE Office of Graduate Studies monitors the overall progress of all master's students. Students are in good standing if they: register continuously at the University in courses consistent with the approved degree plan, or seek a formal leave of absence from the program if they must interrupt their enrollment; maintain close contact with their advisor concerning progress toward the degree; make adequate progress in accordance with the length of time that the student has enrolled in the program; and, maintain adequate progress and performance in their coursework. Adequate progress includes formally resolving all Incompletes received in any course during the previous semesters.

### DISMISSAL POLICIES AND PROCEDURES

The dismissal of a student from the program is a significant event for the student. The program, and faculty therein, regard this as a very significant and grave matter. Dismissal represents the faculty's

conclusion that the student has not demonstrated appropriate, consistent matriculation as evidenced by the annual review process; has engaged in academic dishonesty; has not met multiple program milestones; has been charged with or convicted of a criminal offense; has failed to demonstrate an adequate level of professional or personal competency, or for other serious reasons (e.g., has been disruptive to the education and training process).

Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in the Annual Review process or in a Performance Improvement Plan. However, immediate dismissal may occur under dangerous (e.g., threat of bodily harm, slander, libel), unusual, or other serious circumstances.

## **GRIEVANCE POLICY AND PROCEDURES**

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the College of Education Student Grievance Policy and in the UH Graduate Studies Catalog (<https://uh.edu/education/student-services/graduate-office/Current%20Students/grievance-policy/> and <http://publications.uh.edu/content.php?catoid=45&navoid=16191>).

## **GRADUATION AND COMMENCEMENT**

Through myUH, students should file applications to graduate either the semester prior to or the semester in which they plan to graduate. Students must complete ALL requirements toward their degree before the end of the semester they intend to graduate. Graduation applications cannot be retracted. Once students submit a graduation application they must graduate if they meet the graduation requirements. The application can be completed by logging in to myUH (<https://accessuh.uh.edu/login.php>). Application filing deadlines are included in the UH Academic Calendar. For details, please visit <https://uh.edu/education/student-services/graduation/>

## **GRADUATE FORMS AND COMMON PETITIONS**

The student is the responsible party for using the appropriate online system(s) and/or completing the appropriate forms and petitions for other administrative requests related to academic progress. UH graduate forms and petitions are available at <http://www.uh.edu/graduate-school/forms/>.

These forms typically should be completed through MyAdvisor:

- Annual Review Form
- Graduation Petition
- Submit/Change Degree Plan
- Request Change of Advisor
- Comprehensive Exam Application

This form must be completed online at myUH:

- Graduation Application

This form is completed via PDF online and routed through the appropriate ELPS and COE staff:

- Graduate Student Petition (available on the UH Graduate School Forms and Procedures webpage at <https://uh.edu/nsm/students/graduate/forms/>)

## **TRANSFER CREDIT**

The University of Houston Graduate Catalog intends to reflect current academic policies, procedures, degree offerings, course descriptions, and other information pertinent to graduate study at the University of Houston. Please view the Graduate Catalog available at <http://catalog.uh.edu/index.php> to view transfer credit policy:

A student seeking transfer credit must provide the graduate program faculty advisor in their academic unit with an official syllabus, catalog, calendar and/or bulletin with detailed course description, in addition to an official transcript including official explanation of the course numbering and grading systems at the school at which the credit was earned. The graduate program faculty advisor may request additional documentation to complete the transfer credit determination. If approved by the department and the college, a Graduate and Professional Student Petition is submitted to the Graduate School to have the credit posted to the transcript. All transfer credit petitions must be approved by department/college faculty and submitted to the Graduate School no less than sixty (60) calendar days prior to the end of the term in which the student is graduating. Students may not request transfer credit for courses taken during the same term in which they apply to graduate.

Grades earned for transferred courses from another institution are not calculated into, nor are they part of, the graduate or professional student's grade point average at the University of Houston. The student bears the final responsibility for securing the department's acceptance of transfer credit.

## **VALID CONTACT INFORMATION**

Students must keep their myUH accounts updated with their UH email address and/or destination email address, mailing address and telephone number that will enable the advisor to reliably contact the student. Failure to maintain valid contact information is a serious issue since the advisor and program faculty must be able to have confidence that time-sensitive and/or important information will be delivered to the student.

## STUDENT SUPPORT SERVICES

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The ELPS department is situated within a university that offers students an array of support services sponsored by a variety of campus offices and facilities. This section describes some of these services and resources. A general list of UH resources for students is available online: <http://www.uh.edu/students/index.php>.

### HIGHER EDUCATION LISTSERVS AND MICROSOFT SHAREPOINT AND STREAM

All students are added to a program listserv using their UH email and are expected to regularly read emails. Program faculty share important information via the listserv, e.g., program deadlines, funding opportunities, professional development events, announcements, etc.

All students also have access to the HELPS Community SharePoint and Stream platforms through Office365. The SharePoint site serves as a repository for resources related to our program. Students should bookmark this page to reference often as program documents and links are accessible through the site. The Microsoft Stream site includes video recordings of past professional development sessions. Students are automatically added to these platforms, but can also use this link to request access here:

<https://uofh.sharepoint.com/sites/UHHELPSCommunity>

### ACADEMIC CALENDAR

The UH Academic Calendar provides dates related to holidays, enrollment deadlines, final exams and final grades, graduation, and thesis/dissertation deadlines:

<http://publications.uh.edu/content.php?catoid=42&navoid=15152>

### ADVOCACY, SUPPORT, & PROBLEM-SOLVING RESOURCES

The UH Deans of Students Office advocates for students as they navigate personal and educational challenges. **Student Advocacy** is dedicated to helping students find answers and resolutions to their problems related to emergency loans, university procedures, campus referrals, policy clarifications, grievances, etc. Through **Student Outreach and Support**, staff work to help identify, support, and refer students who may be experiencing complex personal difficulty such as a mental health related crisis or distress that may impact their academic, personal and/or social ability. More information regarding these services can be found at the Dean of Students office web page <http://www.uh.edu/dos/>.

The Office of the Ombuds Services for the Graduate and Professional Students employs an Ombudsperson who provides a safe setting for graduate and professional students to confidentially raise and discuss their concerns about workplace, academic issues, and interpersonal difficulties and to receive assistance in identifying options for resolving the conflicts and concerns. Additional information about the Ombudsperson can be found at the Graduate School website: <https://uh.edu/graduate-school/ombuds-services/>.

## **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. <http://www.uh.edu/caps/outreach/lets-talk/index.php>

## **DART STUDENT ACCESSIBILITY CENTER**

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students who have a disability. In accordance with Section 504 and ADA guidelines, the Student Accessibility Center strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustment(s)/auxiliary aid, please call the Justin Dart, Jr. Student Accessibility Center at (713) 743-5400 or email them at [JDcenter@central.uh.edu](mailto:JDcenter@central.uh.edu).

## **LEGAL CLINIC**

The Legal Clinic at the Law Center provides advice and counsel to students for problems of a legal nature. Students will be advised of steps that can be taken without a lawyer. When an attorney is required, referrals to agencies and other legal services are provided. For more information regarding this service, contact the Legal Clinic at 713-743-2094 for assistance.

## **STUDENT LIFE/ WELLNESS RESOURCES**

A great education extends beyond the classroom. The University of Houston supports student success with career services, wellness programs, commuter student services, counseling and psychological services, an eye institute, international student and scholar services, an LGBTQ resource center, a professional police service, a student health center, testing services, a women and gender resource center and much more. University of Houston also offers specialized programs for international students and students with disabilities. More information is available at <http://www.uh.edu/campus-life/resources/index.php>.

### **Center for Information Technology (CITE) at the COE**

This department offers multi-faceted technology services to the entire College of Education and information is available at <http://www.uh.edu/education/student-services/technology-services/>.

### **University Information Technology (UIT)**

UIT services cover issues pertaining to email accounts and other general technology. Additional information is available at <http://uh.edu/infotech/>.



## THE HIGHER EDUCATION STUDENT ASSOCIATION (HESA)

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The Higher Education Student Association at the University of Houston is a registered student organization that was established in Summer 2018 to foster a sense of community among Higher Education Program students, alumni, and faculty; serve as a collective voice and represent the needs of the Higher Education graduate students to university faculty and staff; facilitate the professional and personal development for Higher Education Program students, alumni, faculty, and staff; and assist in the academic development and success of Higher Education graduate students.

In addition, a private Facebook Group (HESA at University of Houston) is a virtual community for all students who are currently pursuing masters or doctoral degrees in the Higher Education program. Please use this group to share personal and professional development opportunities, to pose questions or concerns, and to share social events where we all can network, relax, and have some fun! You can reach HESA at [HESAatUH@gmail.com](mailto:HESAatUH@gmail.com).

### Your 2023-2024 HESA Board Members

<b>President</b>	Kita Adams, <i>Doctoral student</i>
<b>Finance Chair</b>	Stephanie Perez-Gill, <i>Doctoral student</i>
<b>Marketing &amp; Communications Chair</b>	Esmeralda Martinez, <i>Doctoral student</i>
<b>MEd Representative</b>	Open
<b>PhD Representative</b>	Teranda Donatto, <i>Doctoral student</i>

## **M.ED. PROGRAM COURSEWORK AND BENCHMARK REQUIREMENTS**

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The M.Ed. in Higher Education is designed to enable students to complete their degree in approximately two years. Specifically, students will take thirty-six (36) credit hours of coursework to complete the degree. Since degree plans are enhanced periodically to support continuous improvement planning objectives, students will follow their approved degree plan that is in place at the time in which they complete an official, approved degree plan.

### **ACADEMIC AND ADMINISTRATIVE BENCHMARKS FOR M.ED.**

#### **M. Ed. Classifications**

- Full-time students in the master's program engage in a cohort-based, on-campus learning environment and typically hold a graduate assistantship within a university student or academic affairs office. The full-time curriculum is typically completed in two (2) academic years (fall and spring semesters).
- Online students in the master's program participate in a cohort model that enables students to earn their master's degree in six successive semesters (approximately two years). The online M.Ed. follows an 8-week course model to help students focus and maintain momentum through the fall and spring semester - with students taking two courses per semester. In the online cohort, students are expected to enroll in two courses per academic term including summer terms. During the summer, students enroll in two courses over the full summer term, usually 10 weeks. The online format makes earning a master's degree in Higher Education possible for students who are place-bound, or who have existing family or work obligations that make it difficult to regularly attend face-to-face class meetings.

Students admitted into one program delivery format must stay enrolled in that format, registering for classes offered only in that delivery format. All deviations must be requested by graduate petition and approved by the M.Ed. Program Director.

### **MAJOR PROGRAM REQUIREMENTS AND MILESTONES**

#### **Internship in Higher Education Leadership**

All students pursuing the M.Ed. must complete at least one internship for academic credit during their academic program according to their prescribed course sequence. The internship provides an opportunity for students to gain supervised practical experience that will complement their learning experiences in the classroom while diversifying their professional experiences. Internship requirements include goal setting, project responsibilities, development of a professional philosophy, problem solving, conflict management, and integration of theoretical knowledge with practical experience. Learning experiences in a professional environment can serve as an important component to development, which occurs when the learning opportunities are experienced, reflected upon, and synthesized. In addition to the experiential learning opportunity, all internships include in-class academic components.

Students can pursue internship opportunities in a wide array of functional areas and at a variety of institutional types. Past internships have been completed at Rice University, University of Houston Downtown, Houston Community College, St. Thomas University, Houston Baptist University, San Jacinto College and LoneStar College.

Students are encouraged to seek out internship placements that align with future career goals and identify internship supervisors who are willing and able to provide appropriate job supervision, periodic evaluation, and timely skill assessment. Internships must be approved by the M.Ed. Program Director prior to course enrollment. The specific number of required experiential hours of internship-related activities varies according to your program status and full-time higher education experience.

- Full-time M.Ed. program students are expected to complete 150 experiential hours.
- Online M.Ed. students who do not currently work in higher education are expected to complete 100 experiential hours.
- Online M.Ed. students who currently work in higher education and have less than 5 years full-time, higher education experience are expected to complete 75 experiential hours.
- The internship requirement is optional for online students who currently work in higher education and have more than 5 years full-time, higher education experience. Students must have had the 5 years of full-time experience prior to entering the M.Ed. program and should provide documentation to the program director to determine eligibility. Students will choose an additional elective if they are eligible to waive the internship requirement.
- Students may participate in an additional internship experience beyond the one required by enrolling in an additional section of the ELCS 6393 course. For this course, students are expected to complete approximately 150 experiential hours of internship-related activities and complete a culminating, reflective course project.

### **Culminating Experience – Comprehensive Examination**

In addition to completing required coursework, students must complete the Comprehensive Exam. The comprehensive examination provide students an opportunity to organize and synthesize their learning while in the program. Students are expected to cite sources or authorities to support their answers. Evaluation is based on six criteria: a) evidence of content and knowledge of the literature, b) proper citation of scholarly resources to support one's position, c) integration of theory concepts with practice, d) organization and clarity of written response, e) completeness of response, and (f) quality of writing.

The comprehensive examination is a take-home writing and research assignment completed over a 3.5- day period. The exam is distributed on a Thursday at 12 pm CT and must be returned no later than the following Monday at 11:59 pm CT. Students with documented academic accommodations should submit all paperwork to the M.Ed. Program Director in advance of the exam administration.

The exam consists of 3 core questions that address key content areas across the M.Ed. in Higher Education Program curriculum. The 3 content areas covered on the exam are:

1. Higher Education Leadership and Administration
2. Student Development and Student Services
3. Assessment, Evaluation, and Research

The examination is offered once a year – in the Spring semester. Exact dates will vary each year and will be shared by the Program Director via the program listserv. Students must have completed at least 24 required hours and should apply for the exam through MyAdvisor (<https://www.coe.uh.edu/MyAdvisor/login.cfm>). Application deadlines will also be shared via the program listserv. Under exceptional circumstances, students may petition to take the comprehensive examination outside of the Spring semester, but it must be requested by graduate petition and approved by the advisor, M.Ed. faculty, and Program Director.

Approximately 7-8 weeks prior to the exam administration, an information session will be held to provide students with guidance on preparing for the exam. Faculty will provide students with appropriate review materials, but students will not be given an exact question that will appear on the exam. After being approved to take the exam, students will receive detailed exam instructions, along with the grading rubric faculty will use to score the assignment. For each question, students will prepare a 5-7 double-paged response and may use available resources (e.g., course books and readings, journal articles) in doing so. The paper must adhere to APA guidelines and include a list of references (minimum of 10 scholarly sources per question) used in the development of the exam responses. Students will submit their exam to TurnItIn, an online plagiarism detection website, via Canvas. At least two full-time Higher Education faculty members will score each question of the exam through an identity-hidden process. Each faculty member is responsible for scoring the exam and returning it within 15 working days. There are three possible outcomes for scoring each question: High Pass, Pass or No Pass.

The Department notifies the student of the results of their examination. Ultimately, students must pass all three questions with a passing score to pass comps and fulfill this academic benchmark within the program. If students do not pass one of the questions on the initial administration, they will be asked to participate in an oral or written remediation within the same semester. If students must remediate, a meeting will be scheduled with the Program Director shortly after the exam results are shared to discuss feedback on responses before the remediation. If a student does not pass two of the three questions on the initial administration, they must retake all sections of the comprehensive exam at the next administration, which will be during the next academic year. The process of grading for remediation is the same as it is for initial exam evaluation. However, if the student fails the examination at a second administration (as a result of failing their first examination attempt or failing remediation in their first attempt) they shall be ineligible for a master's degree in the College of Education at the University of Houston.

## COURSE INFORMATION

### **Assistance With Course Registration**

Contact the Department of Educational Leadership and Policy Studies (ELPS) administrative staff at [delps@uh.edu](mailto:delps@uh.edu) regarding assistance with course registration in MyUH. Students need to ensure to make payment to register if a financial hold is posted in MyUH. Contact the Office of Student Business Services at <http://www.uh.edu/about/offices/enrollment-services/student-business-services/> with questions related to financial holds. Students may register once the financial hold is cleared.

### **Enrollment Schedule**

Each semester, Office of Graduate Studies (OGS) academic advisors will send an email with registration information and reminders to help guide students in course registration. Higher Education students can begin planning the registration timeline by viewing <http://www.uh.edu/academics/courses-enrollment/enrollment-schedule/index.php>.

### **UH Course Listing**

The UH Course Listing allows students to search for, and receive, information regarding available courses for each semester. It is available at <http://www.uh.edu/academics/courses-enrollment/class-schedule/>. Below are the required courses within the Higher Education program.

### **ELCS 6322 - Organization and Administration of Student Support Services**

This course is a comprehensive introduction to the organization and administration of college student services in higher education institution. In this course, you will focus on the functions and purposes of student support services, as well as explore how institutional goals, objectives, and structures are effectively supported by the various units. The topics covered in this course are budgeting, staffing, organizational structure and management, and assessment.

### **ELCS 6332 - Student Development in Higher Education**

This course provides students with the opportunity to examine the major college student development theories including the psychosocial identity, social identity, cognitive-structural, moral, and integrative and apply them to real-life situations/experiences. This course will also provide students the opportunity to apply the framework of how development theories affect student engagement and the student experience.

### **ELCS 6334 - Assessment and Evaluation of Higher Education**

This course introduces assessment and evaluation practice in higher education settings. It emphasizes practical, methodological, and ethical considerations that arise when conducting assessment and evaluation. In addition, coursework examines the major planning tasks necessary for conducting assessment and evaluation, including problem formulation, study design, data collection and analysis, measurement, and reporting of findings.

### **ELCS 6338 - American Higher Education**

This course provides students with a broad overview of the history and philosophy of higher education, with particular emphasis on the emergence and development of higher education in

America. The various topics and materials covered in this course are intended to provide students with the foundational knowledge and conceptual framework needed to clarify their own philosophical views about higher education.

### **ELCS 6342 - Critical Issues in Higher Education**

This course reviews the current issues, opportunities, and relevant challenges faced by higher education leaders in the 21st century. Some topics covered include affirmative action, diversity, access, and retention; legal issues particular to higher education; financial policies and their impact on higher education; issues particular to higher education curriculum; and the impact of social media on student learning, engagement, identity, and activism.

### **ELCS 6370 - Research for Educational Leaders**

This course is an introductory research course that provides a broad overview of the application of scientific method to the investigation of educational issues. This course prepares students to critically review research literature, evaluate soundness of research design, and develop an original conceptual research project.

### **ELCS 6380 - Educational Planning and Policy**

This course provides students with an opportunity to improve their understanding of policymaking in the United States, with particular attention given to policy issues impacting higher education.

### **ELCS 6393 – Higher Education Internship**

This course provides students with a supervised fieldwork experience in which higher education professionals guide, instruct, and supervise the student's introduction to a particular functional area or project. Through this experience, students gain additional insights of a particular office or program by focusing on specific issues, problems, concerns, and demands of that particular unit.

### **ELCS 7330 - Administration of Higher Education**

This course assists students in understanding the management of colleges and universities, including history of higher education organizational culture, finance, personnel, and public policy. This course will cover the administrative functions of diverse institutional types and the unique contexts in which these administrators operate.

### **ELCS 7354 - Leadership for Change**

This course introduces leadership theory and research, with emphasis on the higher education context. It provides an overview of leadership theory from the premise that an understanding of organizations and higher education institutions is essential to the study of decision-making, governance, leadership, public policy, and social change.

### **CUST 6370 - Cultural Foundations of American Education**

This course facilitates the development of culturally effective higher education administrators and scholars through self-examination, understanding, and knowledge about culturally diverse individuals. In this course you will be provided with a critical understanding of issues of diversity in American higher education.

# MYADVISOR "HOW TO" INSTRUCTIONS

## Master's Higher Education MyAdvisor Process

