

Higher Education Administration Master's Handbook

Faculty Advisor

As students enter the master's program, they are assigned a faculty advisor. The faculty advisor will help each student through the program.

MA Defined

Graduate study in Higher Education Administration at the University of Wyoming aims to provide a balance between theory and practice. Attention is directed toward the union of learning that is required by circumstances and learning that enriches life. The M.A. in Education, Higher Education Administration, prepares graduates for entry level leadership positions in community colleges, adult education, postsecondary education, and related non-profit and for-profit organizations. This nationally recognized graduate program. This program was rated in 2020 by *US News & World Report* as a "Top 100" MA. Program in Education. See: <https://www.usnews.com/education/online-education/university-of-wyoming-OEDU0907/education>) in Higher Education Administration offers courses of study that prepare individuals to work in diverse areas. To accomplish this, we focus on the following outcomes:

1. Academic Knowledge: Students will demonstrate a deep understanding of education and related fields and a broad understanding of various methods of inquiry in education.
2. Practical Competence: Students will demonstrate knowledge of empirically supported leadership theories and their applications to contemporary higher education leadership challenges.
3. Reflective Inquiry: Students will demonstrate the ability to guide their own scholarship, foster ethical and professional research and practice in education, as well as demonstrate a reflective and analytical stance towards scholarship in general.
4. Commitment to diversity and inclusion: Students will strive to think in diverse and inclusive ways about teaching and learning and its support.
5. Democratic Commitment: Students will demonstrate an understanding of the relationship between the university and the complex process of democracy and a commitment to pursue this process with a focus on access to quality education for all leaders in their own professional work.
6. Professional Engagement: Students will demonstrate deep intellectual engagement with education as an area of scholarly inquiry. In doing so students are strongly encouraged to join and participate in national/international scholarly associations.

Program Requirements

The master's degree program is 33 credit hours. All the classes are delivered either online or through a blended format (online and Zoom video conferencing).

Beginning Fall 2017, we welcome you to take up to six credits of required courses (two courses), no exceptions, as a non-degree seeking student. Any hours earned can be transferred into your program of study, if you are admitted into the program (courses taken must be within 4 years of admittance). Our priority, as it should be, is to our current admitted students. We will allow you to enroll up to two weeks before the start of classes, if the class is not full. Please note that admission to the program is not the same as admission to UW; you have to be both accepted to the program and admitted to UW.

[Required course list for those admitted prior to fall 2017](#)

[Required course list for those admitted fall 2017 or later](#)

[Comparison of ADED and HIED courses](#)

[Extended course schedule](#)

Events Timeline

While individual situations may vary, below is an approximate timeline for completing milestones in the program in order to fulfill a goal of completing the degree within two years.

Near end of 1st Year (after completing 3-4 classes): Please be in contact with your advisor and make a plan for completing your coursework consistent with your needs and course availability.

In the final year of coursework: In the semester prior to graduation, students should declare an anticipated graduation date, see instructions here:

<http://www.uwyo.edu/registrar/files/declaring-graduation-date-online-through-wyorecords.pdf> . Then, the HIED 5090 Master's Capstone class should be completed in the final

semester of coursework

Retention & Dismissal Policies

Retention policies and procedures are based on the expectation that students who enroll in our programs are self-directed and academically motivated. We expect our students to have a scholarly curiosity about the field of Higher Education Administration and its implications for research and leadership practice.

A student's acceptance into any program does not guarantee fitness to remain in that program. The faculty members are responsible for assuring that only those students who continue to meet academic program standards and who make adequate yearly progress toward degree completion are allowed to continue. Faculty members seek to identify additional help that students may need to be successful.

Continuous Registration

All students are required to demonstrate annual academic progress. A component of this progress is that each student is expected to complete six to nine credit hours per year towards the program of study. Under some circumstances (e.g., work schedule, family situations, travel) a student may be unable to enroll in courses for a semester. During these times, the student should enroll in one credit hour of PRST 5940 Continuing Registration: Off Campus. Continuous registration credit hours do not count towards course requirements but maintains active registration. If a student does not enroll in classes two consecutive semesters, his/her status will be become inactive and the student will have to apply for readmission to the program in order to continue. In addition, students must be enrolled every fall and spring semester in order to keep a UW email address. Summer registration is not required.

Coursework

Students are expected to earn a minimum grade of B or S in each graduate-level course taken. Depending on course grades, a student will be (a) allowed to continue enrolling in coursework, (b) placed on a remediation plan, or (c) dismissed from the program.

Remediation Plan. If a student is making unsatisfactory progress in coursework (a grade of C or U in a graduate level course), the student must ask to meet with his/her faculty advisor to discuss the problem, review appropriate measures of correction, and establish a timeline for change.

Dismissal. The program defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course, two Cs, a cumulative GPA below 3.0, or failure to meet all requirements of a remediation plan. Any of these may result in program dismissal. If a student is dismissed for unsatisfactory performance, that student will not be allowed to enroll in the program's courses even as a non-degree seeking student.

Professional Organizations

One purpose of a graduate program is to help students transition from a student role into a professional colleague role. Active participation in professional organizations can accelerate this process and help to form networks that span a career.

Several organizations emphasize Higher Education Administration, including:

- American Association of Adult and Continuing Education (AAACE)
- American College Personnel Association (ACPA)
- American Educational Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- Council for the Study of Community Colleges (CSCC)
- Northern Rocky Mountain Educational Research Association (NRMERA)
- National Association of Student Personnel Administrators (NASPA)
- University Professional & Continuing Education Association (UPCEA)
- The Global Community for Academic Advising (NACADA)
- Association of International Educators: (NASFA)

We recommend that all graduate students join at least one professional association. We also encourage students to attend and present at an annual conference. Many associations have student rates for memberships and conference registrations.