

**Higher Education Program |  
Guide for M.Ed. Students  
AY 2018 – 2019**



**Program Director:  
Tiffany J. Davis, Ph.D.**  
(Updated August 15, 2018)

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**Note:** This handbook is provided as a guide for students in the Higher Education program and should be consulted in conjunction with official University policies. The information provided herein strives to be as accurate as possible as of August 15, 2018, but requirements, policies, programs, course numbers, etc. may change in the course of the year, thus making some information inaccurate or outdated. Please refer to the UH website for the most up-to-date information.

## PREFACE

Welcome to the M.Ed. in Higher Education Program, offered through the Department of Educational Leadership and Policy Studies (DELPS) 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. In order to understand how the M.Ed. in Higher Education Program 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?catoid=22>).

Additional information about the Program can also be obtained at the Program website <http://www.uh.edu/education/degree-programs/>.

Please feel free to consult with your academic advisor or me 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.

Sincerely,



**Tiffany J. Davis, Ph.D.**  
Clinical Assistant Professor and M.Ed. Program Director

## A Guide for M.Ed. Students in Higher Education Program

This handbook is intended for students in the Department of Educational Leadership & Policy Studies (DELPS) in the College of Education (COE) at The University of Houston (UH). It provides an overview of program requirements, policy, 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

The M.Ed. in Higher Education program prepares those who aspire to leadership positions in student affairs and other key administrative areas within a college or university. The program is grounded in a philosophical belief in the transformational nature of higher education as an institution of social change. Participation in the program necessitates that the students balance their personal commitments (e.g., current employment, family, personal health) with the professional development commitments associated with the program.

### UNIVERSITY RESOURCES

#### UNIVERSITY OF HOUSTON GRADUATE & PROFESSIONAL STUDIES CATALOG

It is important for all students to read the catalog and be familiar with the requirements and policies currently in effect for all graduate students at the University of Houston. The catalog is available online at [www.uh.edu/grad\\_catalog](http://www.uh.edu/grad_catalog).

Specifically: It is the responsibility of students to be aware of rules and regulations. As such, please view the *Graduate Catalog* to review all policies regarding, but not limited to:

- Academic honesty
- Dropping courses
- Examinations
- Leave of absence
- Low Grade Policy
- Plagiarism
- Time Limitations on Completion of Degree
- Requirements
- Transfer Credit
- Withdrawal

#### UNIVERSITY OF HOUSTON WEBSITE

The UH website available at <http://uh.edu/> contains policies in regard to student business services including tuition/fees amounts, payment options with due dates, and refunds; academic calendar; enrollment schedules; and more.

#### 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, DELPS centers and institutes, testimonials, and more.

## **MYUH**

The University of Houston is a student-focused, yet self-service, academic community. As such, students must complete many administrative actions themselves. Through the *myUH* portal, students may check admission status, register for classes, reserve parking, reset passwords, add classes, view financial aid, make payments, download 1098Ts, and much more by visiting <https://accessuh.uh.edu/login.php>.

*As personal contact information such as phone numbers, mailing addresses, and destination email addresses change, students are required to update MyUH.*

## **MYADVISOR**

The *MyAdvisor* portal is the electronic interface for student services in the College of Education. Students use this online application primarily to document their progress toward the degree and to submit required forms for approvals. Please note that students must use their UH CougarNet credentials to log into the *MyAdvisor* application by accessing <https://www.coe.uh.edu/MyAdvisor/login.cfm>.

Detailed information pertaining to *MyAdvisor* usage is provided within the handbook.

## **ADVISOR AND DEPARTMENTAL STAFF**

Your advisor and administrative staff within the Department of Educational Leadership & Policy Studies also serve as resources and will provide guidance on where to go in order to get more information about particular University of Houston, College of Education, and DELPS policies and procedures. Information about these policies and procedures as well as program requirements not described in this handbook can be discussed with your advisor.

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

## HIGHER EDUCATION FACULTY



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

*Assistant Professor*

[vcarales@uh.edu](mailto:vcarales@uh.edu) | (713) 743-6655

Farish 462

Dr. Vincent D. Carales received his Bachelor's degree in Mass Communications and Master's degrees in counseling and guidance from Texas State University. He received his doctorate's degree from the University of Texas at San Antonio. His research interests include understanding 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 diversity, equity, and college affordability. His most recent research focuses on examining the individual and institutional factors associated with educational attainment outcomes of Latino community college students. Dr. Carales has over 20 years of higher education experience which includes working as an orientation assistant in admissions at Colorado State University and Texas State University as an undergraduate student. He has also worked professionally as an outreach financial aid counselor at The University of Texas at Austin and as a school consultant and account executive at Texas Guaranteed Student Loan Corporation (TG). Dr. Carales is a 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). Prior to joining the University of Houston, Dr. Carales previously served as a graduate research associate at the American Council on Education in Washington, DC.



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

*Clinical Assistant Professor/ M.Ed. Program Director*

[tdavis9@uh.edu](mailto:tdavis9@uh.edu) | (713) 743-6662

Farish 426

Dr. Tiffany J. Davis has taught courses related to administration and finance of student affairs, research and assessment methods, current issues in higher education, and internship experiences in educational leadership. Dr. Davis' current scholarly endeavors focus on the pipeline to and socialization within the higher education profession, contingent faculty within the academy, and the experiences of Black students in higher education. Dr. Davis' professional background includes administrative experiences across various functional areas including residence life, multicultural affairs, fraternity and sorority life, first year programs, undergraduate research, TRiO Programs, service-learning, and leadership programs. Dr. Davis remains active in professional associations including NASPA, ACPA, and ASHE. She is currently serving as the national Chair for the NASPA Undergraduate Fellows Program (NUFP) Board. 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.



**Frank Fernandez, Ph.D.**

*Assistant Professor*

[ffernandez3@uh.edu](mailto:ffernandez3@uh.edu) | (713) 743-6657

Farish 112H

Dr. Frank Fernandez researches educational policy issues, particularly around doctoral education, research production, legal issues, and underrepresented students. He is co-editor of *Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead* (Routledge, 2015) and *The Century of Science: The Global Triumph of the Research University* (Emerald, 2017). He is co-writing a book on student free speech issues (NASPA, under contract). Dr. Fernandez worked as a director of institutional research, while he finished his Ph.D program. Dr. Fernandez earned an AA in Social Science and an AS in Business Administration from Imperial Valley College. He transferred to the University of San Diego, where he earned a BA in Political Science. He also earned a MA in Policy, Organization, and Leadership Studies from Stanford University. He holds a Ph.D. in Higher Education from The Pennsylvania State University.



**Elsa Gonzalez, Ph.D.**

*Assistant Professor*

[egongalez60@uh.edu](mailto:egongalez60@uh.edu) | (713) 743-6656

Farish 429

Dr. Elsa Gonzalez previously held a faculty position in Texas A&M University- Corpus Christi from 2014 to 2017 and was Visiting Assistant Professor and Senior Research Associate in the department of EAHR in Texas A&M University-College Station since 2004, in those institutions she served as the instructor in fifteen graduate courses from Leadership to Qualitative Research; she also has served as the dissertation advisor for 34 doctoral students. Dr. Gonzalez is the Regional Editor of the International Journal of Qualitative Studies in Education (QSE), and Honorary Professor from Xian Jiaotong University, in China. She serves as Energy Fellow for the UH Energy initiative of the University of Houston. She is the author of 26 publications and 40 proceedings and conference papers, she has served as co-investigator in funding for 1.5M dollars from IES, and Co-PI in grant submission for 12M dollars to NSF and TEA, including a proposal for HRD-NSF ADVANCE for the Texas A&M University System as the Evaluation Team Leader. Her research interests include higher education leadership, methodological issues in cross-language qualitative data analysis, women in higher education, and access and retention of underrepresented students. She has professional and academic leadership experience as bilingual scholar in higher education institutions in Mexico, Spain, USA, and China.



**Catherine Horn, Ph.D.**

*Professor and Chair, Department of Educational Leadership and Policy Studies*

[clhorn2@uh.edu](mailto:clhorn2@uh.edu) | (713) 743-5032

Farish 439

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.



**Lyle McKinney, Ph.D.**

*Associate Professor*

[llmckinney@uh.edu](mailto:llmckinney@uh.edu) | (713) 743-1784

Farish 481

Dr. Lyle McKinney studies college affordability and degree completion. His particular 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.**

*Professor & University Endowed Professor and Director, Asian*

*American Studies Center*

[yzou@uh.edu](mailto:yzou@uh.edu) | (713) 743-4982

Farish 452A

Dr. Yali Zou founded the Asian American Studies Center in 1995 as an interdisciplinary academic institute. The center provides University of Houston students with academic courses, research opportunities, study abroad programs to China, and international student and scholar exchange programs. She has taken this program, and created a global leadership program providing leadership training for more than 2,000 Asian public officials, education leaders, and business executives in the past 21 years. Dr. Zou has been a professor at the College of Education for over 20 years. She earned a doctorate in Social and Cultural Foundations at the University of California at Davis. Dr. Zou attended UC-Davis with the intention of studying education management and going back to China to work in higher education. However, her experiences with the clash of cultures she encountered led her to change course to cross-cultural studies, a field she finds fascinating. Dr. Zou has published six books about the power of education, immigration issues, ethnic identity and cultural politics as well as cross-cultural and transnational understanding of education.



**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. Today he continues to support all of the above through his position as Professor of Educational Psychology at the University of Houston. He is part of a faculty team dedicated to preparing students for faculty and leadership positions in colleges and universities. The foundation for preparing students is threefold: the principles of educational psychology, theory and practice of research methods and the culture, history and leadership of American higher education.



**Dr. Paula Myrick Short, *Senior Vice President for Academic Affairs and Provost, UH***

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.

Prior to joining the University of Houston, Dr. Short served as Vice Chancellor for Academic Affairs for the Tennessee Board of Regents since 2001. The Board of Regents is the 6th largest governing board system of higher education in the United States serving over 210,000 students. As Chief Academic Officer, she had major system-wide responsibilities including approval of new academic programs and supervision of initiatives in TBR strategic planning, institutional effectiveness, Regents Online Degree Program, student learning, program review, faculty development, research, student affairs, and transfer and articulation. Prior to serving on the Board of Regents, Dr. Short was Associate Vice President for Academic Affairs for the University of Missouri System and Department Head of Educational Leadership and Policy Studies at the University of Missouri-Columbia where in her third year as Head, led the Department to a ranking of #15 in the US News and World Report.

\*Detailed DELPS core faculty information is available at <http://www.uh.edu/education/departments/elps/faculty/>

\*\*Note: Adjunct faculty vary by semester given the subject matter of the specific course offered at the time.

## COURSEWORK AND BENCHMARK REQUIREMENTS

The M.Ed. in Higher Education is designed to enable students to complete their degree in 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).
- **Part-time students** in the master's program are typically working professionals who will complete the program in six (6) successive semesters, including summer terms, as members of the face-to-face cohort. Part-time students are expected to enroll in two academic courses per academic term including summer terms. During the summer semesters, all courses are delivered in an online format.
- **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). In the online cohort, students are expected to enroll in two courses per academic term including summer terms. 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.

### MAJOR PROGRAM REQUIREMENTS AND MILESTONES

In addition to completing required coursework, students have two choices to complete the program core requirements: *Comprehensive Exam Option* or *Master's Thesis Option*. For most students, the Comprehensive Exam is the preferred option.

#### COMPREHENSIVE EXAM OPTION

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 8 am CT. 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. Equity, Diversity, and Inclusion in Higher Education

The examination is offered once a year – in the Spring semester. Exact dates will vary each year and will be posted. Students should apply for the exam in the final semester of their program through MyAdvisor (<https://www.coe.uh.edu/MyAdvisor/login.cfm>). Application deadlines will also be posted. Under exceptional circumstances, students may petition to take the comprehensive examination in the summer, but it must be approved by the advisor, graduate studies committee, and the department chairperson.

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 used in the development of the exam responses. Students will submit their exam electronically through *TurnItIn*, an online plagiarism detection website.

Approximately two months prior to each 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.

At least two full-time College of Education faculty members will grade the exam. Adjunct or part-time faculty may not grade the questions. Each faculty member is responsible for scoring the exam and returning it within 15 working days. The scoring for each of the 3 questions will be Pass or Fail. There are three possible outcomes for scoring: *High Pass, Pass, or No Pass*. The Department notifies the student of the results of his/her examination. Students must pass all three questions with a passing score (High Pass or Pass) to pass comps and fulfill this academic benchmark within the program.

If students do not pass one of the questions, 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 to discuss feedback on responses before the remediation. If a student does not pass two questions, they must retake comps at the next administration, which will be during the next academic year. If the student fails any part of the examination a second time, they shall be ineligible for a master's degree in the College of Education at the University of Houston.

### **MASTER'S THESIS OPTION**

Students in the Higher Education M.Ed. program may elect to complete a thesis rather than sitting for the comprehensive exam. If a student chooses the thesis option, they are required to complete a minimum of 6 hours of Master's Thesis coursework (ELCS 7399) in place of the internship (ELCS 6393) and elective course requirements. This project typically takes between six and nine months and involves the collection, analysis, and interpretation of quantitative and/or qualitative data. Students considering this option should be mindful that completing an original research project may extend the number of semesters required to graduate from the program. The decision to complete a thesis should be made in close consultation with the student's advisor. Students pursuing the thesis option, should reference the appendix for further details.

## M.Ed. – Higher Education | Graduation Checklist

Requirements	Credits	Grade	Semester Completed
<b>Higher Education Core</b>			
ELCS 6322 – Org & Administration of Student Support Services	3	_____	_____
ELCS 6332 - Student Development in Higher Education	3	_____	_____
ELCS 6338 - American Higher Education	3	_____	_____
ELCS 6342 - Critical Issues in Higher Education	3	_____	_____
ELCS 6380 - Educational Planning and Policy	3	_____	_____
ELCS 7330 - Administration of Higher Education	3	_____	_____
ELCS 7354 - Leadership for Change	3	_____	_____
CUST 6370 - Cultural Foundations of American Education	3	_____	_____
<b>Research/Assessment Component</b>			
ELCS 6334 - Assessment and Evaluation of Higher Education	3	_____	_____
ELCS 6370 - Research for Educational Leaders	3	_____	_____
<b>Experiential (Internship/Practicum) Component</b>			
ELCS 6393 – Practicum/Internship for Educational Leadership	3	_____	_____
<b>Higher Education/Interdisciplinary Elective:</b>	3	_____	_____
<b><u>TOTAL CREDITS:</u></b>		<b>36</b>	

## COURSE INFORMATION

### COURSE REGISTRATION VIA MYUH ASSISTANCE

Contact the Department of Educational Leadership and Policy Studies (DELPS) administrative staff at [delps@uh.edu](mailto:delps@uh.edu) regarding assistance with course registration in *MyUH*. Students need to ensure to make payment in order 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

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 – Practicum/Internship for Educational Leadership**

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.

## ACADEMIC ADVISING AND ACADEMIC POLICIES

### ADVISING AND VALID CONTACT INFORMATION

Upon admission to the program, all students are assigned a program advisor and an academic advisor from the Office of Graduate studies. The initial assignment of a program advisor takes into account current advising loads, a variety of other factors, and the consistency of research interests between the student and the faculty member. The student's relationship with their advisors is one of 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.

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. Failure to maintain valid contact information is a serious deficiency that may lead to the development of a Performance Improvement Plan (PIP), at any time that the faculty determine that the contact information is not valid.

### ONGOING AND ANNUAL REVIEW

The overall progress of all students is evaluated annually by advisors associated with the DELPS program. Students are given feedback each year concerning the outcome of this evaluation. Students are in good standing if they:

1. 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;
2. maintain close contact with their advisor concerning progress toward the degree;
3. make adequate progress in accordance with the length of time that the student has enrolled in the program; and,
4. maintain adequate progress and performance in their coursework. Adequate progress includes formally resolving all *Incompletes* received in any course during the previous semesters.

### DEGREE PLAN AND MYADVISOR

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 in the early stage of a student's program by the end of the first semester. A degree plan must be approved by the student's advisor, the Chair of the Department, and the Dean or his/her designee.

A change in a student's degree plan must be approved by the advisor. 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 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://ssl.uh.edu/password/index.php#/> and follow the prompts. If you have questions about how to enter information in *MyAdvisor*, please contact the COE Office of Graduate Studies at 713-743-7676 or [coegrad@central.uh.edu](mailto:coegrad@central.uh.edu).

Also, ensure that you have the correct academic advisor assigned to your *MyAdvisor* account.

Details in regard to the thesis process and completing the degree plan are available in the “*MyAdvisor* **How To**” instructions guide located in the Appendix at the end of this handbook.

Please contact your academic advisor if you have questions about your degree plan.

### **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.

### **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://my.uh.edu>). Application filing deadlines are included in the UH Academic Calendar.

For details please visit <http://www.uh.edu/education/student-services/graduation/>.

### **DISMISSAL POLICIES AND PROCEDURES**

The dismissal of a student from the program is a significant event for the student, the program, and the program faculty and represents the conclusion of the faculty that the student has not demonstrated appropriate, consistent matriculation; 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 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.

## LIST OF COMMON PETITIONS

The student is the responsible party for enrolling and dropping coursework using the online system and/or completing the appropriate forms and petitions for other administrative requests. UH graduate forms and petitions are available at <http://www.uh.edu/graduate-school/forms/>.

These forms typically should be completed through *MyAdvisor*:

- Annual Report Form
- Graduation Petition
- Submit/Change Degree Plan
- Request Change of Advisor

This form must be completed online at *myUH*:

- Graduation Application

**\*\*\*Forms/petitions must be submitted to the COE Office of Graduate Studies in Farish Hall, Room 256.**

## STUDENT SUPPORT SERVICES

The DELPS program 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.

### ACADEMIC CALENDAR

<http://catalog.uh.edu/content.php?catoid=22&navoid=6057>

### COSTS, FELLOWSHIPS, ASSISTANTSHIPS, FINANCIAL AID, PAYMENT DUE DATES, AND REFUNDS

Information about these programs are available through the University of Houston Office of Student Business Services at <http://www.uh.edu/about/offices/enrollment-services/student-business-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.html](http://www.uh.edu/caps/outreach/lets_talk.html)

## **PROBLEM-SOLVING RESOURCES/OMBUDSERVICE**

The ombudservice directly assists students to resolve problems or refers them to the office or person who can help resolve a particular problem. More information regarding the ombudservice can be found at Dean of Students office web page <http://www.uh.edu/dos/>. 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. More information regarding this service is located at <http://www.law.uh.edu/clinic/>. Contact the Legal Clinic at 713-743-2094 for assistance.

## **STUDENT LIFE RESOURCES/WELLNESS**

A great education extends beyond the classroom. At University of Houston, we support your success with wellness programs, counseling services, a professional police service 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>.

## **TECHNOLOGY**

*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/>.

## **UH GENERAL OVERVIEW OF RESOURCES AND QUICK LINKS:**

Please visit <http://www.uh.edu/students/index.php> for details regarding multiple resources available to students at University of Houston.

## **OBTAINING TEXAS RESIDENCY FOR TUITION PURPOSES**

If you are not a Texas resident, University of Houston tuition is very costly relative to the resident rate. Therefore, nonresident students are urged to take steps during their first year to obtain residency. For more information, consult the *Graduate Catalog*.

## STUDENT ORGANIZATIONS

### HIGHER EDUCATION STUDENT ASSOCIATION (HESA)

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 the 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 of Higher Education Program students, alumni, faculty, and staff; and assist in the academic development and success of Higher Education graduate students.

Every student in the Higher Education Program is a community member of HESA. To become a voting member of the HESA and receive special discounts, students are encouraged to sign via our annual membership drive at an annual rate of \$30 before September 30 or \$35 thereafter. Special members of the HESA shall consist of Higher Education program alumni and Higher Education Leadership and Policy Studies faculty members, both core and adjunct.

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

Inaugural 2018-2019 HESA Executive Board	
<b>President</b>	Liza Abrams, <i>Master's Student</i>
<b>Vice President</b>	Guillermo Ortega, <i>Doctoral Student</i>
<b>Administrative Chair</b>	Miranda Wilson, <i>Doctoral Student</i>
<b>Finance Chair</b>	Deidra Perry, <i>Doctoral Student</i>
<b>Marketing &amp; Communications Chair</b>	Gil Lizalde, <i>Master's Student</i>
<b>Master's Student Chair</b>	Cassie Butcher, <i>Master's Student</i>
<b>Doctoral Student Chair</b>	Chaunté White, <i>Doctoral Student</i>

### COLLEGE OF EDUCATION ORGANIZATIONS

Looking to join and participate in a student organization within the College of Education such as the Graduate Student Organization (GSO)? Please view the link below to find out more information: <http://www.uh.edu/education/student-services/student-organizations/>.

## Higher Education Dates to Remember

### FALL 2018 SEMESTER

August 17	New Student Orientation
August 20	First Day of Class
August 24	Higher Education Student Association (HESA) Welcome Social!
September 3	Labor Day (No Classes)
September 28	Deadline to Submit Graduation Application (Regular filing)
September 30	HESA Membership Early Deadline
October 21 – 23	TACUSPA Annual Conference (Houston, TX)
October 26	Deadline to Submit Graduation Application (Late filing)
Oct 28 – Nov 3	AEA Annual Conference (Cleveland, OH)
November 1 – 5	M.Ed. Comprehensive Examinations
November 13 - 17	ASHE Annual Conference (Tampa, FL)
November 21 - 24	Thanksgiving Break (No Classes)
December 1	Last Day of Class
December 4-12	December Final Exams
December 17	Deadline for Submitted and Approved Master's Thesis

### SPRING 2019 SEMESTER

January 14	First Day of Class
January 21	Martin Luther King, Jr. Day (No Classes)
February 22	Deadline to Submit Graduation Application (Regular filing)
February 17 – 20	Texas Association of Chicanos in Higher Education (TACHE; Austin, TX)
March 9 – 13	NASPA (Los Angeles, CA)
March 3 – 6	ACPA (Boston, MA)
March 11-16	Spring Holiday (No Classes)
March 21 – 25	M.Ed. Comprehensive Examinations
March 22	Deadline to Submit Graduation Application (Late filing)
March 28 – 30	Council for the Study of Community Colleges (CSCC; San Diego, CA)
April 5 – 9	AERA Annual Meeting (Toronto, CDN)
April 29	Last Day of Class
May 1 – 9	Final Exams
May 13	Deadline for Submitted and Approved Master's Thesis
May 27 – 31	AIR Annual Conference (Denver, CO)

### SUMMER 2019 SEMESTER

June 3	First Day of Class
July 5	Deadline to Submit Graduation Application (Regular filing)
July 19	Deadline to Submit Graduation Application (Late filing)
August 6	Last Day of Class

## Connect with Us on Social Media!

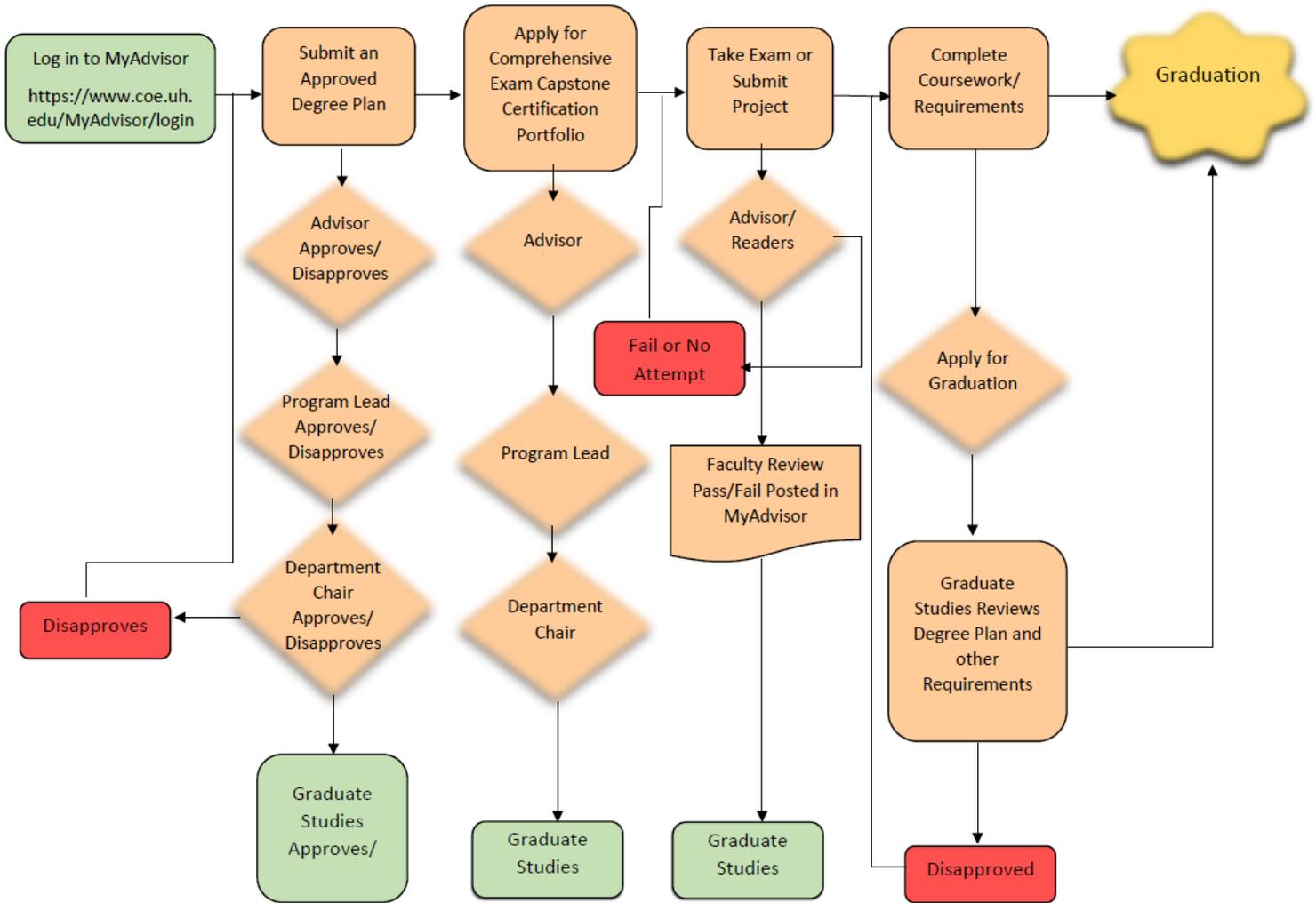
**TWITTER:** @HiEdUH                      Higher Education at UH

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

# XI. APPENDIX

## MYADVISOR “HOW TO” INSTRUCTIONS

### Master’s Higher Education MyAdvisor Process



## College of Education Master's Thesis Policy

- A. A Master's thesis research committee has a minimum of three members.
1. The thesis advisor chairs the committee and is a member of the student's major department.
  2. Additional committee members may be from the student's major department, other departments in the College of Education, from another College or school of the University of Houston, or from outside the University. However, at least two committee members must be member of the full-time faculty of the University of Houston.
  3. A committee member of the outside the University must hold adjunct status at the University of Houston or shall be recommended by the research advisor to serve as adjunct on a one-time only basis (see D. below).
- B. For students choosing the thesis option, the student chooses a member of her/his major department to serve as research advisor and thesis committee chairperson based on the faculty member's expertise and willingness. The student and advisor identify at least two additional prospective members of the committee, and seek their agreement to serve along with the advisor as the student's thesis committee.
- C. At least one faculty member of the research committee must provide methodological expertise necessary for the student's study.
- D. Using a form available in the Graduate Studies Office, the research advisor recommends the thesis committee through the appropriate department chairperson to the Associate Dean for Graduate Studies who makes all appointments to research committees. Committee members' expertise shall be included on the form, and the methodologist specifically identified. Proposed committee members who do not hold appointment at the University of Houston are recommended for one-time adjunct graduate faculty status by including a copy of the proposed committee member's vita with the form recommending committee appointment. Upon approval of the committee, the Associate of Dean for Graduate Studies notifies the committee members by letter and provides a copy to the student. If research committee is not approved, the Associate Dean notifies the research advisor and the student in writing giving cause for disapproval.
- E. The following policies govern changes in the composition of the thesis committee:
1. If a thesis committee advisor or master's student wishes to make changes in the membership of a thesis committee, that person submits a written request for such changes through the student's department chairperson to the Associate Dean for Graduate Studies. For any member added to the committee, a written justification of his/her relevant expertise must be included.
  2. Any member of a thesis committee who wishes to resign should do so by notifying, in writing, the department chair, the Associate Dean for Graduate Studies, the student and all other members of the thesis committee.
  3. In all cases, changes to a thesis committee must be approved by the Associate Dean for Graduate Studies before the reconstituted committee can begin to function.

## **ENROLLMENT FOR THESIS CREDIT**

A. A student shall apply a maximum of six (6) credit hours toward the minimum Master of Education degree requirement of thirty-six (36) credit hours.

B. Once the student has enrolled for thesis credit, continuous enrollment must be maintained, except for summers. A student needs to register for summer only if using faculty time or university facilities during the summer, or if a proposal defense or final defense of the Master's thesis will occur during that term. For Master's students, the continuous enrollment requirement is satisfied by registration for three (3) semester hour each academic semester. However, as noted about, only six (6) hours will be credited toward the degree.

## **THESIS RESEARCH PROPOSAL**

A. The student develops a preliminary thesis proposal under the supervision of the research advisor and with the assistance of committee members.

B. Every thesis involving the use of human subjects must be reviewed by the University Committee for the Protection of Human Subjects. Forms for this purpose are available in the Office of Vice President for Research (316 E. Cullen).

C. Copies of the research proposal are distributed to the research committee members at least ten (10) working days prior to the scheduled defense of the proposal.

D. An oral defense of the proposal is scheduled at a time convenient to the committee members and the student. The research chairperson notifies the Associate Dean for Graduate Studies, in writing, of the tentative title of the proposal and the time, date and place of the proposal defense at least ten (10) working days prior to the scheduled defense.

E. At the proposal defense, the research committee may approve the proposal as is, suggest changes, or disapprove the proposal. All members must approve the proposal, indicating approval by signature. If approved, a copy of the proposal, the signatures of approval and the letter approving the project by the Human Subjects committee are forwarded to the Graduate Studies Office for placement in the student's file. At the discretion of the research committee, changes in the proposal may be supervised by the research advisor and the revised proposal forwarded to the Graduate Studies Office without reconvening the committee.

F. No proposal shall be approved by a thesis research committee if more than one member of the committee is absent at the time of the student's defense.

## **THESIS DEFENSE**

A. The student completes the thesis under the supervision of the research advisor and with the assistance of the committee members.

B. The student should refer to the *College of Education Thesis and Dissertation Guide*, available in the Office of Graduate Studies (256 Farish Hall), for details regarding the typing and submission of the thesis. The format for the thesis should follow that of the dissertation.

C. Copies of the completed thesis are distributed to committee members at least ten (10) working days prior to a scheduled thesis defense.

D. The thesis research advisor sends written notice to the Associate Dean for Graduate Studies at least ten (10) working days in advance of the date, time, and location of the candidate's final defense of the thesis. In the week preceding the final defense, the Associate Dean will post announcement of Master's theses defenses scheduled for the ensuing week.

E. Defense of the student's thesis is open to the faculty of the University, graduate students of the College of Education, and others approved by the research advisor. Therefore, the room scheduled for the thesis must accommodate at least ten (10) persons.

F. In the thesis defense meeting, the student is required to present an oral review of the thesis research study, and is expected to respond to questions about the study by committee members and to engage in discussion with them about the study, its procedures, results, and implications. The research committee will evaluate both the quality of the written thesis and the quality of the student's oral defense in making their decision whether or not to approve the thesis.

G. The thesis defense may not take place if more than one member of the research committee is absent. The thesis may be approved by the thesis research committee with one dissenting vote. Upon approval, the thesis is signed by all approving members of the student's research committee and the Dean of the College of Education. The research advisor assigns a grade to the student's thesis credits, and notifies the Associate Dean for Graduate Studies, in writing, of the successful final defense and approval of the thesis.

H. The student secures original signatures of the committee members and the Dean of the College of Education on three (3) copies of the approved thesis. The student submits copies of the approved thesis to the Graduate Studies Office for binding. At the time three (3) copies of the thesis are submitted for binding, the student must also submit a copy of an abstract of the thesis. The current University of Houston Class Schedule and Academic Calendar provide deadlines for submission of the thesis and abstract to the Graduate Studies Office.