TEXAS TECH UNIVERSITY
College *of* Education™

Higher Education

Master of Education (M.Ed.) Online Program Handbook
2022-2023

College of Education
Graduate Education and Research
Texas Tech University
Box 41071
Lubbock, TX 79409-1071
(806) 834-5722
Fax (806) 742-2197
http://www.educ.ttu.edu

Effective Fall 2022

Master of Education - Higher Education

The Higher Education Program is committed to excellence in preparing and supporting instructional and administrative leaders for higher education, generating and supporting research, and delivering public service to the field of higher education.

The **Online Master of Education** program in Higher Education offers opportunities for individuals who seek careers in entry level to middle management, teaching, and leadership positions at community colleges and universities.   The program is designed in an online cohort model and consists of 36 graduate hours. The online program does not offer a thesis option but provides for a comprehensive review of the student's knowledge and practical application in a capstone experience in the final semester of the program.

Although providing an overview of the policies, procedures, and requirements of the Higher Education Program, this *Handbook* cannot be viewed as having all of the answers. Students must seek answers to questions from other sources including, although not limited to, the Higher Education Program faculty, the College of Education (COE) Office of Graduate Studies and Research (COE Room 105), and the Texas Tech University Graduate School (administration 3rd floor). While faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the student, not the faculty.

Specific descriptions of courses are in the Texas Tech University Catalog. Information about Texas Tech University can be found on-line at **www.ttu.edu**. Information about the College of Education and the Higher Education Program can be found at http://www.educ.ttu.edu/.

Graduate Faculty		
Name	**Rank**	**Email Address**
Dr. Lucy Arellano	Associate Professor	Lucy.arellano@ttu.edu
Dr. Hugo Garcia-Gonzales	Assistant Professor	hugo.garcia@ttu.edu
Dr. Bryan Hotchkins	Assistant Professor	bryan.hotchkins@ttu.edu
Dr. Grant Jackson	Assistant Professor	Grant.jackson@ttu.edu
Mr. David Jones	Assistant Professor of Practice	djones.jones@ttu.edu
Dr. Stephanie Jones	Professor, Program Coordinator	stephanie.j.jones@ttu.edu
Dr. Justin Louder	Assistant Professor of Practice	justin.louder@ttu.edu
Dr. Jon McNaughtan	Assistant Professor	jon.mcnaughtan@ttu.edu
Dr. Valerie Paton	Professor	valerie.paton@ttu.edu

Distinctive Skills and Trademark Outcomes

Texas Tech graduate students possess distinctive skills and can produce distinctive products, qualities which establish these students as leaders in their fields.

Understanding the importance of equity and social justice, Graduates of the TTU Higher Education Master's Program will be *collaborative, team-oriented, practitioner-based professionals who have the ability to access, evaluate, and develop solutions to higher education problem (s) of practice*.

In order to accomplish this outcome, the following distinctive skills and products for Texas Tech's College of Education Master's level graduate program in Higher Education are incorporated in this program:

Distinctive Skill

1. Students will become Higher Education administrators who clearly understand the multiple purposes of higher education and effectively assess the lived experiences of the multiple audiences in higher education environments.

2. Students will become Higher Education administrators who utilize effective communication and collaborative skills in team environments.

Distinctive Product

Graduates of the TTU Higher Education Program will be able to develop and evaluate the impact of a solution to higher education problem(s) of practice. These solutions will be characterized by the use of team-based collaboration and its enrichment by diverse views and people.

The development and achievement of these distinctive skills will be assessed throughout the program using the Master's of Higher Education Administrator Evaluation Rubric (see Appendix A).

Program of Studies

The online-delivered Master's in Higher Education curriculum has been developed to assist students to develop the requisite knowledge, skills, and competencies needed by higher education administrators of tomorrow. Coursework is prescribed and all students will take all courses in the outlined sequenced (see Appendix B).

Required Courses:

EDHE 6310: Higher Education Research Design
EDHE 5300: History of Higher Education
EDHE 5332: Student Services in Higher Education
EDHE 5334: College Student Development
EDHE 5313: The Comprehensive Community College
EDHE 5393: Internship in Higher Education
EDHE 5321: Administration in Higher Education
EDHE 5001: Budgeting and Resource Management
EDHE 5341: Assessment in Higher Education
EDHE 5303: Access and Equity in Higher Education
EDHE 5001: Legal Aspects and Crisis Management in Higher Education
EDHE 5001: Master's Capstone (Problem of practice project)

Total 36 Credit Hours

Advisement Procedures

Degree Plan
The program is offered in a prescribed cohort model and each student's degree plan will be developed and submitted by the assigned advisor to the Texas Tech Graduate School during the first semester of attendance as prescribed by the Online Master's Program curriculum.

Transfer credit
The program does not accept transfer hours. All students admitted to the program will be required to complete all 36 hours of the prescribed course curriculum. Students who are pursuing a second master's degree are encouraged to investigate the doctoral programs in Higher Education.

Applicants with a prior master's degree
The TTU Graduate Catalog states that permission to work toward a second degree of the same level is granted only upon approval by the Higher Education Program and review by the Graduate Dean. The applicant is subject to all requirements as a new student. While there is no guarantee that any work from the first master's degree may apply to the second, at least *one full year* (*24 semester hours) must be taken specifically for the new degree program.* Therefore, applicants with a prior master's degree are urged to investigate the Doctoral Program in Higher Education.

Annual Reviews
The Graduate Faculty conducts annual reviews of each enrolled student in the graduate program. These reviews typically take place in February. Students will be reviewed according to the guidelines established in the Satisfactory Progress Policy (See Appendix C).

As a result of this review, the Graduate Faculty will recommend one of the following:
1. Continue in the Graduate Program;
2. Continue in the Graduate Program with Conditions; or
3. Dismissal from the Graduate Program.

Continuation of Enrollment
Students who have been granted admission will be enrolled by the program in the term for which admission is granted. Any student who fails to be registered during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Higher Education Program and the Graduate School, may be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Higher Education program, the *Handbook* cannot be viewed as having all of the answers. Instead, students must seek answers to questions from other sources including, but not limited to, the Higher Education program faculty, the COE Office of Graduate Studies and Research (COE Room 105), and the Texas Tech University Graduate School. While faculty advisors are knowledgeable about the policies, procedures, and requirements, the **primary responsibility** for reading and following correct policies and procedures **remains** **with the student**, not the faculty.

Orientation
Students admitted into the online program must attend a mandatory virtual orientation prior to the first semester of enrollment. This one-day orientation is typically held in late July or early August.

Internship
Students must complete 150 hours of supervised internship training at an experience that offers opportunities for students to engage in both group and individual higher education administrative work. Refer to the Internship Handbook for complete details.

Comprehensive Evaluation – Capstone Project
All graduate students in the Master of Education degree program must successfully complete a final comprehensive evaluation (capstone project).

In the case of the Higher Education Master's Degree program, this evaluation takes the form of the capstone project completed in EDHE 5001 Capstone. The capstone project will be completed during the student's final semester.

The comprehensive evaluation/capstone project is a single, high-stakes assessment. It focuses on the synthesis and application of knowledge acquired during the program of study leading to the master's degree.

Satisfactory performance in course work does not guarantee successful performance on the comprehensive evaluation.

A student who fails the comprehensive evaluation/capstone project may repeat it once after an interval of four months or more. A student who fails the comprehensive evaluation/capstone project a second time is denied a Master's degree in Higher Education.

Statement of Intention to Graduate
Students must file a "Statement of Intention to Graduate" in the Graduate School early in their final semester to meet TTU Graduate School deadlines found at http://www.depts.ttu.edu/education/student-resources/graduate/.

Financial Aid
A limited number of College of Education Graduate Research/Teaching Assistantships are available on a competitive basis. Deadline for these awards is February 1 for the fall semester. In addition, a number of Texas Tech University Fellowships, scholarships, work study, and other awards are available from the Office of Graduate Admissions' website at http://www.depts.ttu.edu/gradschool/ under the "Financial Support" tab.

Additional Information & Suggestions
Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the Texas Tech University Graduate Catalog, College of Education Graduate Student Handbook, and the Education Student Handbook.

Course Delivery

All courses are offered online. Students should understand that each course will utilize synchronous and asynchronous learning opportunities. Students are required to participate in all live synchronous sessions and should understand that the time schedule will be aligned with Central Standard Time (CST).

Higher Education Program
Master's Higher Education Evaluation Rubric

Program Objective: Understanding the importance of equity and social justice, graduates of the Masters in Higher Education program use applied theories and practical research as tools of collaborative change in their leadership positions.				
Objective 1: Professional Foundations/ Higher Education Administrator Competencies (based on CAS/ACPA/NASPA Competencies) P1				
	Exceeds Expectations	**Meets Expectations**	**Meets Some Expectations**	**Does not Meet Expectations**
Communication	Demonstrates high levels of written, oral, and visual forms of communication and are appropriate for the intended audience. Projects are exceptionally well written and organized and connect components in a seamless manner. Communication is highly responsive to audience comments and questions. Articulates ideas clearly and concisely; presented neatly and professionally; grammar and spelling are correct; uses good professional style.	Demonstrates written, oral, and visual forms of communication which are appropriate for the intended audience Projects are well written and organized and connects components in a seamless manner. Communication is responsive to audience comments and questions. Articulates ideas clearly and concisely; presented neatly and professionally; grammar and spelling are correct; uses good professional style;	Demonstrates written, oral, and visual forms of communication which are somewhat appropriate for the intended audience. Projects demonstrate somewhat satisfactory organization; clear introduction; main points are well stated, even if some transitions are somewhat sudden; clear conclusion. Communication is somewhat responsive to audience comments and questions. Articulates ideas; one or two grammar or spelling errors per page; style is appropriate for audience	Demonstrates written, oral, and visual forms of communication which are not appropriate for the intended audience. Responds to questions inadequately or is not responsive to questions. Lacks organization and some of the main points and conclusions are unclear. Text rambles, key points are not organized; spelling or grammar errors present throughout more than 1/3 of paper; style is inappropriate for audience
Interpersonal Skills	Consistently demonstrates sensitivity to cultural norms and organizational practices. Always conveys ideas and information expertly, frequently, and inclusively through media and verbal and nonverbal means.	Demonstrates sensitivity to cultural norms and organizational practices. Consistently conveys ideas and information appropriately and consistently through media and verbal and nonverbal means.	Demonstrates some sensitivity to cultural norms and organizational practices. Occasionally conveys ideas and information appropriately and consistently through media and verbal and nonverbal means.	Insensitive to cultural norms and organizational practices. Seldom or never conveys ideas and information appropriately and consistently through media

			and verbal and nonverbal means.
Always listens actively to understand, comprehend, analyze, engage, and act.

Always projects confidence and responds responsively and tactfully. | Consistently listens actively to understand, comprehend, analyze, engage, and act.

Consistently confident and responds responsively and tactfully. | Occasionally listens actively to understand, comprehend, analyze, engage, and act.

Occasionally projects confidence and responds responsively and tactfully. | Seldom or never listens actively to understand, comprehend, analyze, engage, and act.

Seldom or never projects confidence and responds responsively and tactfully. |
| Theory | Demonstrates a comprehensive understanding of theory and its application.

Identifies and critically analyzes strengths and weaknesses of theory.

Aligns with research question, methods, and observations. | Demonstrates a satisfactory understanding of theory and uses existing theory well.

Informs the research question.

Identifies where theory works and where it does not work adequately. | Demonstrates understanding of theory at a simple level.

Theory is minimally applied to recommendations and solutions. | Demonstrates a lack of understanding of theory at any level.

Theory is not applied to question or problem. |
| **Objective 2: Leadership, Teamwork, Collaboration and Ethical Practice in Higher Education (P2)** | | | |
| Knowledge and Awareness of Contemporary Issues and Different Perspectives | Uses varied sources of evidence and analyzes data about current practices and outcomes to shape vision, mission, and goals with high, measurable expectations | Uses several information sources and some data to shape vision, mission, and goals with expectations for students and educators | Uses a single source of information and data about what is currently occurring to shape mission and goals. | Uses no information and data about what is currently occurring to shape mission and goals. |

Leadership Roles and Behaviors	Clearly understands the multiple purposes of higher education and demonstrates the leadership behaviors and roles needed in higher education.	Demonstrates appropriate understanding of the purpose of higher education and the leadership roles needed in higher education.	Demonstrates limited understanding of the purpose of higher education and the leadership roles needed in higher education.	Appears unable to connect decisions and behaviors to the purpose of education and the role of leadership in higher education.
Teamwork & Collaboration	Demonstrates high levels of knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles. Demonstrates high levels of knowledge and ability to develop, enhance, and sustain teamwork and cooperation. . Demonstrates high levels of knowledge and ability to facilitate shared problem solving and decision making.	Demonstrates appropriate knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles. Demonstrates appropriate knowledge and ability to develop, enhance, and sustain teamwork and cooperation. Demonstrates appropriate levels of knowledge and ability to facilitate shared problem solving and decision making.	Demonstrates some knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles. Demonstrates some knowledge and ability to develop, enhance, and sustain teamwork and cooperation. Demonstrates some knowledge and ability to facilitate shared problem solving and decision making.	Demonstrates limited or no knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles. Demonstrates limited or no knowledge and ability to develop, enhance, and sustain teamwork. Demonstrates no knowledge and ability to facilitate shared problem solving and decision making.
Ethical Considerations	Possesses and reflects upon a personal and professional code of ethics and expects others in the higher education community to behave ethically and with integrity.	Demonstrates the basic understanding of professional code of ethics and understands how to act with integrity.	Demonstrates limited understanding of professional code of ethics and understands how to act with integrity.	Makes little mention of a personal and professional code of ethics and rarely uses it to reflect on actions and decisions.

Section 3: Assessing, Proposing and Evaluating Solutions to Problems in Practice (P3)			
Originality and Problem Definition	Identification of the problem is significant, authentic, interesting, and thoughtful . Clearly states the problem in context, gives breadth, depth, and insight to the issues and states why it is important. Use of existing literature is comprehensive, thorough, complete, coherent, concise, and up to date (if applicable)	Identification of the problem is appropriately articulated. States the problem in context and appropriately. Shows understanding of the command over the most relevant literature (if applicable)	Identification of the problem is poorly articulated and organized, weak attempt to address the issue Problem definition is less interesting; has less breadth, depth, and insight Shows limited understanding of the command over the most relevant literature (if applicable)	Identification of the problem is poorly articulated and organized, weak attempt to address the issue Does not provide or does not put the problem in a clear context. Looks at a question or problem that is trivial, weak, unoriginal, or already solved by the partnering institution. Misinterprets or does not understand the literature (if applicable)
Critical Thought and Argument	Demonstrates mature critical thinking. The methods and techniques to be used are clearly and fully described and justified per purpose and research/evaluation questions Limitations of the design are explored at length. Argument is focused, logical, rigorous, and sustained.	Demonstrates appropriate level of critical thinking. Uses existing methods, techniques, or approaches in correct manner. Limitations of the design are explored adequately. Sustains an argument appropriately and is convincing.	Demonstrates limited critical thinking. Uses existing methods, techniques, or approaches in somewhat accurate ways. Limitations of the design are not explored with any breadth or depth. Sustains an argument, but the argument is not imaginative, complex, or convincing	Lacks careful thought. Has a weak, inconsistent, self-contradictory, unconvincing, and/or invalid argument. Methods and techniques to be used are not adequately described or justified. Discussion of the limitations of the design is incomplete, inappropriate, or erroneous

| Presentation of Findings | Results are appropriately presented to both audience and according to professional scholarly standards.

Presentation of results is organized and transitions in a meaningful narrative.

The selection of results presented may be considered as the most salient to the study.

Tables and figures are provided and used to supplement explanations in text. | Results are somewhat appropriately presented to either the audience or according to professional scholarly practitioner standards but not both.

Presentation of results is somewhat organized in that the narrative progresses in a meaningful way.

There is a selective presentation of results that are salient but still not selecting the most salient.

Tables and figures are provided yet not explained in detail | Results are not appropriately presented to the particular audience or according to the professional scholarly standards.

Presentation of results is not organized in a meaningful narrative that transitions smoothly.

Results presented without reference to what may be considered most relevant to that particular study.

Tables and figures are neither provided nor sufficiently explained in text. | Results are not presented to the particular audience or according to professional scholarly practitioner standards.

Presentation of results is missing.

Results are missing. Tables and figures are neither provided nor sufficiently explained in text.

Tables and figures are used to replace explanation of results rather than supplement. |
|---|---|---|---|---|
| Results/Interpretations/ Conclusions | Provides plausible interpretations

Interesting, surprising, and insightful.

Discusses strength, weaknesses, and limitations.

Context of the study is reiterated in a clear and concise manner.

Conclusions are both tied to empirical evidence and explained thoroughly with respect to the context of the problem. | Provides a good summary of results.

Context of the evaluation is not fully reiterated in a clear and concise manner.

Findings are explained with some depth according to each research question.

Conclusions are tied to empirical evidence but not explained.

Recommendations are explained with some foundation in either evidence | Interpretation is not objective, cogent, or correct.

Makes improper inferences.

Overstates the results
.
Summarizes what has already been said.

Does not understand the results or what has been done.

The explanation of recommendations does not clearly or coherently answer research questions. | Has wrong, inappropriate, incoherent, or confused analysis of problem.

Interpretation is not objective, cogent, or correct.

Has unsupported or exaggerated interpretations.

Does not address the significance or the implications of the problem

The explanation of findings does not clearly or |

	Recommendations are explained as founded in both evidence from the data collected and the extant literature.	from the data or the extant literature but not both.		coherently answer community partner questions.
Implementation and Contributions to the Field	Results demonstrate sophisticated evidence of planning and development of the project.

Most or all of the recommendations from the project are more or less functional with minor effort needed to complete.

Results are of interest to collaborating partner and/or larger community and significantly advances the field of higher education.

Demonstrates skills and knowledge of how to implement an intervention/ solution to a problem in practice within the scope of influence and at a high and innovative standard. | Results demonstrate good evidence of planning and development of the project.

Many recommendations work, some need additional work to become viable.

Results make a contribution to the field of higher education.

Demonstrates skills and knowledge of how to implement an intervention/solution to a problem in practice at an intermediate level. | Results demonstrate limited evidence of planning and development of the project

Some recommendations work with partial function of the rest.

Results make a small contribution to the field of higher education.

Demonstrates skills and knowledge of how to implement

An intervention/solution to a problem of practice at a novice or below level. | Results do not establish criteria for development of the project.

Few if any recommendations are functional. Major areas not started or addressed.

Results make no contribution to the field of higher education. |

Appendix B
Course Curriculum and Sequence

	Online Master's Curriculum	Credit Hours
	Year One	
Fall 2022	EDHE 6310: Higher Education Research Design	3 Hours
	EDHE 5300: History of Higher Education in the United States	3 Hours
Spring 2023	EDHE 5332: Student Services in Higher Education	3 Hours
	EDHE 5334: College Student Development	3 Hours
Summer 2023	EDHE 5313: The Comprehensive Community College	3 Hours
	EDHE 5393: Internship in Higher Education	3 Hours
	Year Two	
Fall 2023	EDHE 5321: The Administration of Higher Education	3 Hours
	EDHE 5001: Budgeting and Resource Management in Higher Education	3 Hours
Spring 2024	EDHE 5341: Program Assessment and Evaluation in Higher Education	3 Hours
	EDHE 5303: Access and Equity in American Higher Education	3 Hours
Summer 2024	EDHE 5001: Crisis Management & Legal Aspects of Higher Education	3 Hours
	EDHE 5001 Master's Capstone	3 Hours
	Total	**36 Hours**

Appendix C

Higher Education Program
Student Progress Evaluations

All graduate students in the Higher Education Program are evaluated annually. Submission of an Annual "Student Progress Report" is essential for remaining in good academic standing. The Annual Progress evaluation provides the faculty the opportunity to assess and communicate the student's accomplishments and whether progress toward the degree is being made in a timely manner. The report assesses course work, internship, and research productivity. The report also captures elements of professional development and leadership. Evaluations occur after students complete their first semester and annually thereafter.

There are three possible outcomes of the "Student Progress Review".

1. "Green Light" – The full-time faculty find that the student is adequately accomplishing the learning outcomes of the program, making good progress in your studies, and anticipate the student will continue to advance in their academic pursuits.

2. "Yellow Light" – The full-time faculty are concerned with the student's academic progress to date and direct the student to meet with their advisor within two weeks of this notice to discuss and identify the areas of deficiencies and to develop a plan to strengthen the identified deficiencies

3. "Red Light" – The full-time faculty have serious concerns regarding the student's ability to be successful in the program. These concerns may be based on a review of the student's writing ability, engagement in the program, critical reasoning skills, time management, meeting deadlines, and other academic performance indicators. The student will be directed to meet with their advisor within two weeks of this notice to discuss and identify the areas of deficiencies and to develop a plan to strengthen the identified deficiencies.

Failure to comply with any of the directives listed above may result in dismissal of the program.