

# Master of Education in Higher Education Leadership, M.Ed.

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The Master of Education Degree (M.Ed.) in Higher Education Leadership at Utah Valley University is an applied master's program aimed at building the administrative and leadership skills and professional competency of entry and middle level administrators in institutions of higher education. The M.Ed. program emphasizes coursework that prepares individuals to become leaders in policy, operations and strategic decision making needed to support the many aspects of higher education institutions.

## Matriculation Requirements

1. Application for admission to the graduate program with application fee by the established deadline.
2. Submit official transcripts from all universities attended.
3. A bachelor's degree from a regionally accredited college/university or the international equivalent.
4. A 3.0 cumulative undergraduate GPA or a 3.0 GPA calculated on the last 60 semester hours (90 quarter hours) or undergraduate work.
5. Letter of recommendation from supervising administrator.
6. For international students whose native language is not English, submit official TOEFL or IELTS band scores. A TOEFL score of 80 iBT (550 pBT) or higher, or an IELTS band score of 6.5 or higher within the past two years is required.
7. International students must also meet all US government requirements for international students.
8. Interview with graduate program committee.
9. The university uses a selective admissions process for admitting students to graduate programs. Meeting minimum admissions criteria does not guarantee admission to the graduate program or to the University as a graduate student.

## Program Requirements

Code	Title	Credit Hours
<b>Total Credit Hours</b>		<b>30</b>
<b>Discipline Core Requirements</b>		<b>30 Credits</b>
EDUC 6100	Research Methodology	3
EDUC 6110	Applied Statistics for Education	3
EDHE 6410	Foundations and Contexts of Higher Education	3
EDHE 6420	Diversity in Higher Education	3
EDHE 6430	Student Success and Development	3
EDHE 6440	Leadership in Higher Education	3
EDHE 6450	Law-Policy-Ethics in Higher Education	3
EDHE 6460	Planning-Budget-Organizational Effectiveness	3
EDHE 6200	Higher Education Leadership Capstone Project	3
EDHE 696R	Higher Education Leadership Capstone	3

## Graduation Requirements

1. Residency hours -- all courses must be taken at UVU
2. Satisfactory completion of all coursework with a minimum 3.0 GPA
3. All courses passed with a B- or higher
4. Satisfactory completion of capstone project
5. Completion of a minimum of 30 credits

## Graduation Plan

This graduation plan is a sample plan and is intended to be a guide. Your specific plan may differ based on your Math and English placement and/or transfer credits applied. You are encouraged to meet with an advisor and set up an individualized graduation plan in Wolverine Track (<http://www.uvu.edu/wolverinetrack/>).

First Year		Credit Hours
<b>Semester 1</b>		
EDUC 6100	Research Methodology	3
EDHE 6410	Foundations and Contexts of Higher Education	3
<b>Credit Hours</b>		<b>6</b>
<b>Semester 2</b>		
EDUC 6110	Applied Statistics for Education	3
EDHE 6420	Diversity in Higher Education	3
<b>Credit Hours</b>		<b>6</b>
<b>Semester 3</b>		
EDHE 6430	Student Success and Development	3
EDHE 6440	Leadership in Higher Education	3
EDHE 696R	Higher Education Leadership Capstone	1
<b>Credit Hours</b>		<b>7</b>
<b>Second Year</b>		
<b>Semester 4</b>		
EDHE 6450	Law-Policy-Ethics in Higher Education	3
EDHE 696R	Higher Education Leadership Capstone	1
<b>Credit Hours</b>		<b>4</b>
<b>Semester 5</b>		
EDHE 6460	Planning-Budget-Organizational Effectiveness	3
EDHE 696R	Higher Education Leadership Capstone	1
<b>Credit Hours</b>		<b>4</b>
<b>Semester 6</b>		
EDHE 6200	Higher Education Leadership Capstone Project	3
<b>Credit Hours</b>		<b>3</b>
<b>Total Credit Hours</b>		<b>30</b>

## Program Learning Outcomes

1. Evaluate performance of academic programs, institutional services, and overall university mission fulfillment.
2. Assess principles of strategic resource allocation for both operations and capital facilities at the institutional level.
3. Construct contextual institutional maps related to notions of diversity, inclusion, exclusion, and discrimination.
4. Implement best practice regarding the interaction between law, policy, and ethics in the higher education context.
5. Create meaningful connections between student development and retention theories, research, and practice.