Higher Education Administration, M.A., Ed.D.

Degrees Offered

• Master of Arts
• Doctor of Education

Nature of the Program

The Higher Education Administration program is designed to enhance leadership skills and prepare students for executive, administrative (business administration, academic affairs, and student affairs), academic support, and faculty positions.

MASTER OF ARTS (ONLINE)

The master's program is designed to enhance leadership skills and prepare students for administration positions within college and university settings.

FEATURES

• Online graduate program with options for face-to-face courses
• Part-time or full-time enrollment options
• Courses can be taken from any geographic location
• Flexible program of study
• Synchronous online courses
• Courses taught by full-time faculty and administrators

MASTER OF ARTS STUDENT AFFAIRS AREA OF EMPHASIS (HYBRID)

• Hybrid program with online and face-to-face courses
• Part-time or full-time enrollment options
• Synchronous online courses
• Courses taught by full-time faculty and administrators
• Full-time applicants may apply for graduate assistantships in student affairs as part of the admissions process.

CAREER PLACEMENT

• Alumni have been placed in executive, administrative (business administration, academic affairs, and student affairs), and faculty support positions.
• According to the U.S. Bureau for Labor Statistics, higher education administration jobs are projected to grow 7% between 2018 and 2028, faster than average for all occupations.
• Higher education administrators work at colleges, universities, community colleges, and technical schools.

DOCTOR OF EDUCATION

FEATURES

1. Hybrid graduate program with options for online and face-to-face courses
2. Part-time or full-time enrollment options
3. Flexible program of study
4. Synchronous online courses
5. Courses taught by full-time faculty and professors

CAREER PLACEMENT

• Executive, senior administrative (business administration, academic affairs, and student affairs) and faculty support placements; administrative advancement
• Higher education administration jobs are expected to grow by 7% between 2018 and 2028, according to the U.S. Bureau of Labor Statistics
• Faculty Positions
• Policy Positions
• Senior Institutional Leadership Positions
Admissions

ACCEPTANCE POLICY

Applicants for a Master of Arts degree in Higher Education Administration (HIED) and/or Ed.D. must comply with the WVU requirements for admission to graduate studies, the requirements of the College of Education and Human Services, and those that the HIED program has specified. Admission to all programs is contingent on an assessment of complete official transcripts, including all higher education work attempted, and other evidence the faculty may deem necessary in order to judge students’ prospective success within the graduate program.

If applicants meet the minimum requirements, they may be invited to an on-campus interview. Students will receive official notification of acceptance or rejection within one month of the interview. All students accepted into the program will receive information about their assigned adviser and guidance on the development of a personalized program of study.

ADMISSION PROCEDURE - MASTER OF ARTS

Applicants are required to submit an online application, found at http://graduateadmissions.wvu.edu/how-to-apply. The Higher Education Administration Program admits students to the Master of Arts Program on a rolling basis. The following must accompany the online application:

1. Personal statement, describing past work experience and goals for graduate study in higher education administration. Be sure to include the specific major to which you are applying, interest in assistantships, relevant experience, and program goals. Please include contact information and description of professional or academic relationship for three references at the end of the personal statement. Note: Students applying to the Student Affairs Area of Emphasis should also include the following in the Personal Statement:
   a. Indication of intent to apply to the Area of Emphasis
   b. If interested in applying with a graduate assistantship in student affairs, indication of this intent along with areas of assistantship interest (e.g. housing and residence life, student engagement and leadership, etc.)
2. Resume. This should include relevant education and work experiences.
3. One Academic Writing Sample. Please include an academic writing sample to showcase your ability to write research or other academic papers in the program. For example, you can include your best paper from your undergraduate program or other graduate program.

ADMISSION PROCEDURE - DOCTOR OF EDUCATION (ED.D.)

A committee of HIED faculty reviews applications to the program. The priority deadline for Fall admission is January 15; however, applications will be reviewed throughout the year for admission, including for the Spring term, if space allows. Admissions materials include:

1. GRE/TOEFL: Applicants for the HIED Ed.D. must submit GRE scores as part of a wholistic review. International students must score a minimum of 550 on the paper version of the TOEFL or a minimum of 213 on the computer version of the TOEFL. All test scores submitted for consideration must be no more than five years old.
2. Personal resume/vita: Applicants must provide a chronological history of their education and experience in a vita. The vita should offer evidence that the applicant has appropriate professional experience that would support the goals and expectations of the program.
3. Goals statement (Personal statement): Each applicant must provide a clear statement of professional goals. This statement should clearly indicate how the applicant’s goals fit with the program. Particular consideration will be given to goal statements that clearly demonstrate that the student has researched the program and faculty and knows how program offerings and faculty expertise meet specific interests and needs.
4. Writing sample: All Ed.D. applicants must provide an academic writing sample with their application. The writing sample should provide clear evidence of the applicant’s writing ability as well as ability to engage in research.
5. Three current letters of reference: All Ed.D. applicants must provide three letters of reference that explicitly address the applicant’s potential as a doctoral student. References should know of the applicant’s academic performance and potential.

INTERVIEW: The HIED Ed.D. admissions committee may also request an interview to seek additional information in order to judge potential for success in the program.

Admission Requirements 2023-2024

The Admission Requirements above will be the same for the 2023-2024 Academic Year.

MA Major Code: 5516
EdD Major Code: 5514

For specific information on the following program please see the link to the right:

• Higher Education Administration, M.A.

For specific information on the following program please see the link to the right:
• Higher Education Administration, Ed.D

COURSES

HIED 648. History of American Higher Education. 3 Hours.
The administrative development of American higher education from 1636 to the present, including internal trends and external forces.

HIED 649. Contemporary Issues in Higher Education. 3 Hours.
The purpose of this course is to explore critical, contemporary challenges facing American higher education. The course explores issues of access, accountability, academic freedom, financial aid, state and federal government policy, changing legal structures, teaching and learning in a digital age, student issues, diversity, and the influence of business models and values on institutional strategy and practice.

HIED 650. Higher Education Administration. 3 Hours.
Key concepts of organization and administration within higher education institutions, concentrating primarily on the non-academic components of the institutions, from the president to first-level supervisor.

HIED 651. College Student Development. 3 Hours.
Review of research and literature on college student development from beginning freshmen through graduate school. Emphasis on different student subgroups.

HIED 652. Assessment in Higher Education. 3 Hours.
Critical analysis of contemporary assessment issues; develop sophisticated plans to evaluate the quality of student learning and growth in academic programs and student affairs.

HIED 653. College Students and Courts. 3 Hours.
PR: Consent. A study of the major areas of higher education law from the perspective of the college student. A case study approach.

HIED 654. College Student Affairs. 3 Hours.
PR: Consent. A study of the organization, administrative functioning components, issues, and models of college student services using a historical and topical approach.

HIED 655. Institutional Advancement. 3 Hours.
PR: Consent. Studies in fund raising, alumni relations, and foundation management.

HIED 656. Higher Education Budget and Planning. 3 Hours.
Covers knowledge of such areas as budgeting systems, budget preparation and administration, resource reduction and reallocation, and grants/contracts preparation and administration.

HIED 657. Community College Leadership. 3 Hours.
An analysis of the historical/philosophical development of community colleges in the US. A specific focus on developing a critical understanding of the administrative and leadership issues.

HIED 658. Colleges and Communities. 3 Hours.
This course provides an introduction to engagement approaches in higher education institutions, including the contexts for outreach-engagement, engaged scholarship and service learning, and the special cases of public and land-grant institutions. Students will engage in service learning as part of the course.

HIED 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

HIED 695. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

HIED 710. Leadership and Organizations. 3 Hours.
This course provides an overview of the major theories that inform our understanding of higher education organizations and forms of leadership within those organizational contexts.

HIED 750. Diversity Issues in Higher Education. 3 Hours.
Diversity Issues in Higher Education is designed to facilitate understanding and appreciation for diversity within a higher education setting through the recognition of individual differences and their influence on the college experience by students, faculty, and administrators.

HIED 751. Academic Affairs Roles. 3 Hours.
PR: Consent. Management, leadership, and administrative roles of academic affairs offices in colleges and universities including academic personnel, program definition, research and teaching issues, and other functions of academic oversight.

HIED 752. Governance of Higher Education. 3 Hours.
PR: Consent. Formulation and implementation of state master plans and the roles of state governing bodies in public and private institutions.

HIED 753. Adult and Continuing Education. 3 Hours.
Principles, concepts, and processes involved in programming for adults in a community setting. Nature of adult learning, subject matter, and learning environment.
HIED 754. Women and Gender Issues in HIED. 3 Hours.
In this course students will utilize feminist and gender theories to explore historical and contemporary women's and gendered issues and experiences in higher education, with a focus on students, faculty, and leaders.

HIED 755. Higher Education Law. 3 Hours.
Critical legal issues of higher education, public and private, using a case study approach.

HIED 756. Higher Education Finance. 3 Hours.
Financial concerns in higher education with emphasis on taxation and legislative actions, sources of income, budgeting, and cost analysis.

HIED 759. Assessment Research in Higher Education. 3 Hours.
Students review an array of instruments designed to assess college students' perceptions, satisfaction, and learning. They will also critique these instruments to determine their quality.

HIED 760. Curriculum Development and Reform in Higher Education. 3 Hours.
Analyze curriculum development and implementation issues. Critique different curriculum designs in general education and major academic programs also.

HIED 762. College Student Research in Higher Education. 3 Hours.
Students will critique research articles pertaining to college student development and conduct research investigating a subpopulation's development.

HIED 763. International Higher Education. 3 Hours.
The purpose of the course is to expand understanding of higher education systems worldwide. Students will compare regional and nation-state systems in Europe, Asia, Africa, and the Americas. Countries / regions to be studied may include the Arab World, Brazil, Canada, China, France, Germany, Israel, Japan, Mexico, Nigeria, Russia, South Africa, Spain, and the United Kingdom.

HIED 785. Higher Education Internship. 3 Hours.
PR: Final year of study for master's students. The internship course is designed to prepare students for entry into the workforce, fostering the transfer of academic knowledge to practice. Course activities consist of field site placement, monthly group discussions, reflection journaling, and portfolio development and presentation. This course is taken during the last year of study.

HIED 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of HIED. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience.

HIED 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

HIED 795. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

HIED 797. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis (698), problem report (698), research paper or equivalent scholarly project (698), or dissertation (798).