



University Council

March 8, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2023-2024

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Dear Colleagues:

The attached proposal from the Louise McBee Institute of Higher Education to offer the existing major in Higher Education (M.Ed.) online will be an agenda item for the March 15, 2024, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

PROPOSAL FOR AN ONLINE PROGRAM

Date: February 14, 2024

College/School: Louise McBee Institute of Higher Education (MIHE)

Department/Division: Office of the Senior Vice President for Academic Affairs and Provost

Program (Major and Degree): Higher Education (M.Ed.)

CIP: 13040601

Will any approved areas of emphasis be offered under this major? No

Proposed Effective Date: Fall 2025

1. Assessment

The Master of Education (M.Ed.) in Higher Education is currently offered in a traditional format with in-person courses offered during the workday on the Athens campus. This has worked well for some full-time students who can find graduate assistantships and for some current UGA employees who are interested in part-time graduate study and who have support from their supervisors to attend class during the workweek. However, the traditional, in-person format limits the market for the program. In fact, the majority of inquiries from prospective students relate to online course availability.

In fall 2022, the McBee Institute of Higher Education (MIHE) connected with UGA's Office of Online Learning to explore online delivery options. As an initial step, Hanover Research prepared a market study (see Appendix A) for the Office of Online Learning. As seen on page 2 of the study, Hanover recommended the development of a fully online master's degree in Higher Education using the curriculum of the existing program.

The market study found demand for online master's degrees in higher education to be growing quickly and expected employment growth in the industry over the next decade. Ultimately, the report found that competitive conditions in the southeast support a new online program. Additionally, analysis revealed that an online master's program could enroll cohorts of up to 37 students annually.

2. Admission Requirements

Admission criteria for the online master's degree in Higher Education will be consistent with the admissions standards set by MIHE for the in-person master's degree in Higher Education. The admissions process will be managed by the MIHE Graduate Coordinator, Coordinator of Academic Affairs, and Online Master's Program Coordinator. Each application will be reviewed by an admissions committee that makes admissions recommendations for the program. The Coordinator of Academic Affairs will then process admissions decisions and communicate decisions to the University and applicants.

Admissions decisions will be based on a holistic evaluation of the applicant's educational background and any work experience, past performance, and educational and professional goals. Application requirements for the online program will align with those of the current M.Ed. program. Materials submitted by applicants will include the UGA Graduate School application, a

statement of interest, current resume, three letters of recommendation, and transcripts from all previously attended institutions.

All students must have earned a bachelor’s degree or its equivalent from an accredited institution. A minimum GPA of 3.0 on a 4.0 scale and relevant course history are recommended for consideration during the admission process.

Though the application process will be managed by the MIHE Graduate Coordinator, Coordinator of Academic Affairs, and the Online Master’s Program Coordinator, the composition of the admissions committee, established criteria, and final admissions decisions will be reviewed and approved by the Director of the McBee Institute for Higher Education.

3. Program Content

The academic standards for the proposed online M.Ed. will be the same as those for the existing M.Ed. with an increased emphasis on an internship or field experience component. Students are expected to engage fully with the curriculum and to complete the program of study as outlined below. Online versions of the courses will be developed with the guidance of a dedicated instructional designer from the Office of Online Learning and will follow a program template to create consistency for students. The Program Coordinator and Graduate Coordinator will work with other faculty, students, and alumni to identify potential internship and field placements and secure any necessary agreements. Technological resources such as Zoom and eLC will be leveraged to support student learning and academic progress. Typically, students will complete the program in 6 consecutive semesters as outlined below.

Required Courses (18 hours)

- EDHI 6990 (3 hours)
- EDHI 8010 (3 hours)
- EDHI 8400 (3 hours)
- EDHI 8500 (3 hours)
- EDHI 9050 (3 hours)
- EDHI 9070 (3 hours)

Electives (9 hours)

Internship/Field Experience (9 hours)

- EDHI 6700 (3 hours, taken for 3 semesters)

Total = 36 hours

Term	Course	Hours
Year 1 Fall	EDHI 6990, Application of Research in Higher Education	3
	EDHI 9070, College Choice, Access, and Success	3
Year 1 Spring	EDHI 8010, Higher Education in the United States	3
	EDHI 9050, Organization and Governance in Higher Education	3
Year 1 Summer	EDHI 8400, Finance of Higher Education	3
	EDHI 8500, Outreach and Public Service in the University	3
Year 2	EDHI Elective	3

Fall	EDHI 6700, Administrative Practicum in Higher Education	3
Year 2 Spring	EDHI Elective	3
	EDHI 6700, Administrative Practicum in Higher Education	3
Year 2 Summer	EDHI Elective	3
	EDHI 6700, Administrative Practicum in Higher Education	3
Total		36

4. Student Support Services

A Program Coordinator will serve as the primary advisor for the online M.Ed. in Higher Education. The Program Coordinator will have the responsibility to review students' goals, progress, grades, and systems of support once per semester. These discussions may take place via the telephone, email, or videoconference. The Program Coordinator will report to and work alongside the Graduate Coordinator and in that capacity will serve as liaison to the Graduate School, ensuring policies and procedures are executed and followed throughout the program.

Online master's degree students will also have access to the broad array of UGA resources, such as EITS/eLC, Student Care and Outreach, the Disability Resource Center, the Office of Financial Aid, and the Jill and Marvin Willis Center for Writing.

5. Resident Requirements

Residence requirements will be identical to those established for other programs within MIHE. The program will be open only to degree-seeking students. Applicants must meet the minimum Graduate School enrollment standards and will be required to apply through the Graduate School application process. All enrolled students will be subject to UGA's residency requirements.

6. Program Management

The overall coordination of the program will be the responsibility of the Program Coordinator who will function as a member of the MIHE Graduate Studies team. The Program Coordinator's core responsibilities will include: recruitment, admissions, enrolled student services, program oversight and evaluation, and managing the field experience/internships. The Program Coordinator will collaborate with the Graduate Coordinator and MIHE leadership to fulfill these responsibilities. Recruitment, course scheduling, evaluation, learning outcomes assessment, and program reporting will occur at the same standard and on the same cycle as existing MIHE graduate programs.

Courses will largely be taught by MIHE core faculty. Graduate Assistants from the MIHE Ph.D. program will support faculty each term. Per the UGA Policy for Teaching Assistants, the Graduate Assistants will not serve as Instructor of Record or grade any student assignments. Their primary responsibilities will be to provide instructional support for eLC modules, including monitoring and contributing to discussion boards conversations and serving as a general resource for students. The internship courses and capstone courses will be administered by the Program Coordinator.

7. Library and Laboratory Resources

Online students will have access to the same quality UGA Libraries resources as those students in traditional programs, such as GIL, Galileo, and the Distance Learning Librarian. The program will use the current UGA online Learning Management System, E-Learning Commons (eLC), to offer all courses. MIHE will collaborate with the UGA Office of Online Learning to develop the online versions of the MIHE courses and to ensure that instructional faculty are trained in the delivery of the program content in such a way that preserves the current quality of course offering at MIHE. As advised by the Office of Online Learning, the course will follow a design template that creates consistency for students enrolled.

Students in the online M.Ed. program will be required to complete an administrative practicum in their second year (semesters 4-6). During semester 4, students will enroll in a 3-credit hour practicum course to work with the Program Coordinator to identify a site for their internship or practicum experience, outline responsibilities and expectations, and ensure that students can fulfill these responsibilities with their existing resources (i.e., computer hardware and software, internet, and phone service) or those provided by the project site.

During semesters 5-6, students will complete their internship or practicum responsibilities through contact hours either in-person or remote as agreed upon by the program site and Program Coordinator.

8. Budget

Projected Expenses and Revenue of Online M.Ed. in Higher Education Administration							
Expense	FY24 (prep year 1)	FY25 (prep year 2)	FY26 (operating year 1)	FY27 (operating year 2)	FY28 (operating year 3)	FY29 (operating year 4)	FY30 (operating year 5)
Course Development Compensation (\$10,000/course)	\$60,000	\$30,000	\$0	\$0	\$0	\$0	\$0
Online Program Coordinator	\$0	\$33,500	\$67,000	\$69,010	\$71,080	\$73,212	\$75,408
GAs/TAs for Student Engagement	\$0	\$30,950	\$60,190	\$63,757	\$65,669	\$67,639	\$69,668
Marketing/Program Development	\$30,000	\$25,000	\$20,000	\$15,000	\$10,000	\$10,000	\$10,000
Instructional Compensation (\$7,000/Course)	\$0	\$0	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Materials/Equipment/Supplies/Technology	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total Expenses	\$130,950	\$157,950	\$166,190	\$165,006	\$165,749	\$169,851	\$174,076
Revenue							

eRate Return	\$0	\$0	\$0	\$66,000	\$165,000	\$198,000	\$198,000
Tuition	\$0	\$0	\$0	\$45,000	\$180,000	\$270,000	\$270,000
Total Revenue	\$0	\$0	\$0	\$111,000	\$345,000	\$468,000	\$468,000
Net Revenue/Loss	-\$130,950	-\$157,950	-\$166,190	-\$54,006	\$179,251	\$298,149	\$293,924

This projected revenue is calculated based on an enrollment of a 25-person cohort each year comprised of 20 non-TAP students and 5 TAP students. The unit will receive a base tuition return of \$300 (returned on a 3-year rolling average) and a \$275 e-rate (returned annually) per student.

9. Program Costs Assessed to Students

Costs for students enrolled in the online M.Ed. in Higher Education will be consistent with the established E-rate fee structure at the University of Georgia. The UGA graduate base rate for the in-person student is \$370/credit. This, in addition to the standard \$275 e-rate differential, brings the total cost to \$645/credit hour.

10. E-Rate

The e-rate for this program will be the standard e-rate of \$275 and the request form has been submitted.

Documentation of Approval and Notification

Proposal: Offer the existing major in Higher Education (M.Ed.) online

Academic Unit: Louise McBee Institute for Higher Education

Proposed Effective Term: Fall 2025

Approvals:

- Louise McBee Institute for Higher Education Interim Director, Dr. James Hearn, 2/14/24
- Graduate School Associate Dean, Dr. Anne Shaffer, 3/13/24



ACADEMIC PROGRAM ASSESSMENT

Master's in Higher Education
Administration

Prepared for the University of
Georgia Office of Online Learning

December 2022

In the following report, Hanover assesses demand for online master's degree programs in higher education administration, specifically highlighting demand trends within the Southeast. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that the University of Georgia (UGA):

DEVELOP AN ONLINE MASTER'S IN HIGHER EDUCATION ADMINISTRATION, USING THE EXISTING PROGRAM'S CURRICULUM AS A TEMPLATE.

Based on student and labor demand data, UGA should move forward with developing an online master's in Higher Education Administration. Over the past five years, graduate student interest in the field of higher education has seen a significant shift toward online delivery. Student demand for master's degrees in higher education administration has grown faster than average across all geographic levels, driven solely by online programs. UGA's existing on-campus curriculum is in line with regional and state competitors, which require 30-36 credits across a mixture of core and elective courses. While courses can be amended to fit an online format, UGA's current curriculum does not need significant editing in order to fit with the online competitive market. A specialization in health sciences would also be unique in the regional market and should be explored further to ensure sufficient student and labor market demand. Other potential specializations aligned to regional job postings and competitor offerings include academic administration, leadership, and student affairs.

OFFER THE DEGREE AS A FULLY-ONLINE PROGRAM, AS OPPOSED TO A LOW RESIDENCY OR HYBRID STRUCTURE.

Offering the program fully online would align with local competitor offerings and help UGA target non-traditional students, such as out of state residents and working professionals. Roughly half of regional competitor programs benchmarked also require an internship or practicum experience, which UGA might consider – although it is unclear whether these experiences are completed online or in-person. If possible, UGA should also offer at least 2 start dates (fall, spring, and/or summer) to allow for additional flexibility and align with competitor offerings.

EXECUTIVE SUMMARY

KEY FINDINGS

Demand for online master's degrees in higher education administration is growing quickly. Growth is especially strong in the Southeast region, with a 12.7% average annual growth rate from 2017-2021 vs. 2.7% for all master's degrees. While in-person completions have decreased over the last 5 years, distance completions have grown significantly and now make up most master's level completions in the field.

Program graduates can expect to enter a stable labor market, with average expected employment growth over the next decade. An increase in federal and state level funding to higher education should drive demand for skilled administrators and policy experts specifically. According to regional job postings data, for higher education administration roles requiring a master's degree, student affairs and academic administration openings are most common.

Within the Southeast region, a considerable number of new higher education administration programs have been launched in recent years. Within the region, at least 10 higher education administration programs have started since 2017. The number of distance programs has also expanded in the past five years, and there are now 24 relevant online programs in the region.

More than half of benchmarked competitors offer a residential version of their higher education administration master's program in addition to the online program. This suggests limited concern with cannibalization on the part of these institutions. Online programs in the space lean toward flexibility, with 6 making more than one start date available, and 5 delivering at least half of the curriculum through elective credits. None of UGA's regional competitors offers a concentration in health sciences administration.

REGIONAL BENCHMARK ANALYSIS

Comparison of higher education administration completions and relevant labor market to all completions and all occupations in the region.



Annualized Degree Completions Growth Rate, 2017-2021

FAST FACTS



43.2%

Average annual growth in *distance* master's degree completions in higher education administration for the Southeast region between 2017 and 2021



\$633

Amount, in millions, that Georgia governor Brian Kemp approved to increase the budget for the University System of Georgia in 2023



46.6%

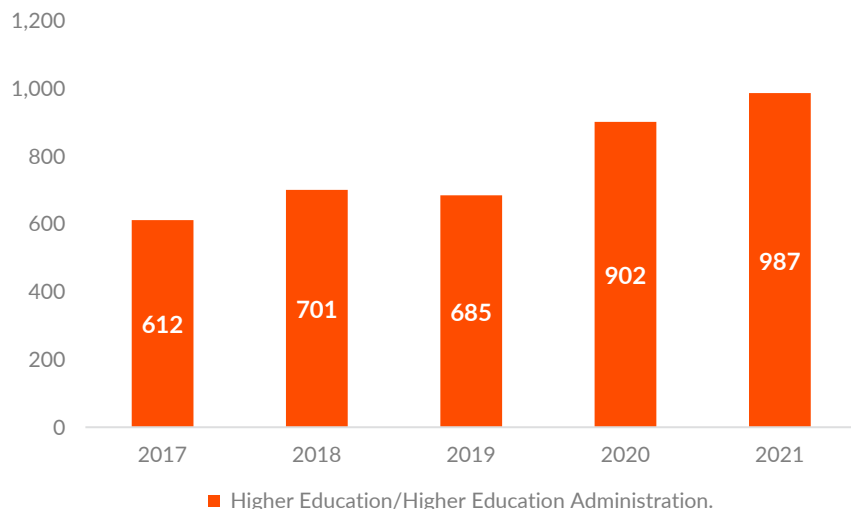
Percentage of real-time regional job postings related to higher education administration that require a master's degree



STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS

Southeast distribution of degree completions from 2017 to 2021



TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2021)

	State	Regional	National
Higher Education/Higher Education Administration.	109	987	3,686
Growth Rate, Observed Fields	12.1%	12.7%	4.5%
Growth Rate, All Fields	2.9%	2.7%	1.9%

Source: [IPEDS](#)

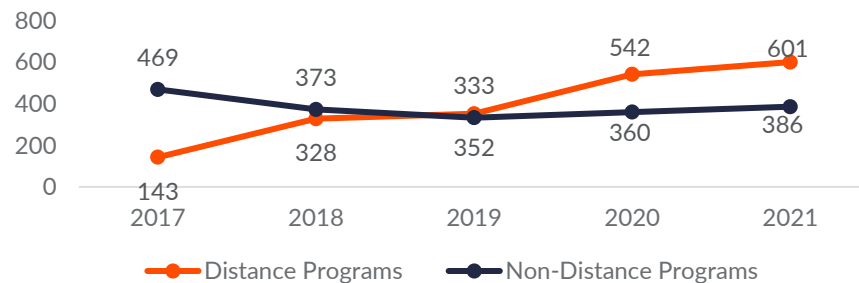
ANALYSIS

Student demand for master's degrees in higher education administration has grown faster than average across all geographic levels. Growth is especially strong in the Southeast region, with a 12.7% average annual growth rate for master's degree conferrals in higher education administration between 2017 and 2021, compared to a 2.7% growth rate for all master's degrees. Demand is similarly high in Georgia at a 12.1% average annual conferral growth rate.

This growth has been driven by an expansion of student demand for online programs. Over the past 5 years, on-campus master's completions in higher education administration decreased by an average rate of 4.8% per year in the Southeast region. However, distance completions increased by 43.2% per year during the same period, driving overall growth. Indeed, by 2021 the majority of master's degree conferrals in higher education administration were granted by programs that offered an online option (601 out of 987 completions, compared to 143 out of 612 completions in 2017). Clearly, graduate student interest in the field of higher education has seen a significant shift toward online delivery.

DEGREE COMPLETIONS BY MODALITY

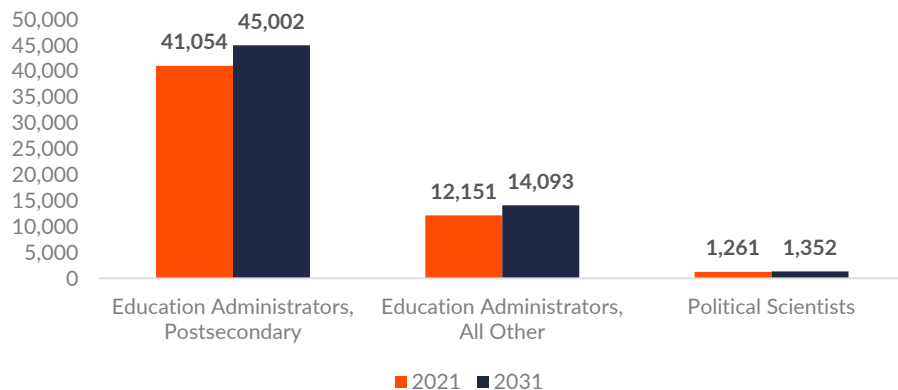
Southeast master's completions in higher education by delivery method, 2017-2021



LABOR MARKET ANALYSIS

REGIONAL CURRENT AND PROJECTED EMPLOYMENT

Southeast higher education administration-related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2021)	5,858	54,466	277,200
Projected Employment (2031)	6,653	60,447	299,100
Employment Growth, Observed Occupations	524	4,675	23,500
Total Annual Openings, Observed Occupations	13.6%	11.0%	7.9%
Employment Growth, All Occupations	14.1%	11.2%	5.3%

Source: JobsEQ

ANALYSIS

Graduates of higher education administration programs can expect to enter a stable labor market, with average employment growth. 10-year projected employment growth for postsecondary education administrators and other relevant positions is average for Georgia (13.6%) and the Southeast Region (11.0%) and slightly above average for the United States as a whole (7.9%). Nevertheless, the job market for higher education administrators is limited in Georgia with just over 500 new positions anticipated over the next decade (compared to 109 master's degrees granted in just 2021). In sum, these data suggest that a regionally or nationally-marketed online master's degree would make sense from an employability perspective as well as a student demand perspective.

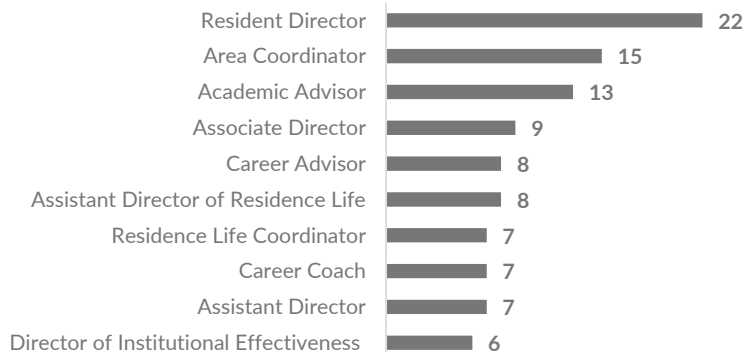
As federal funding for higher education increases, the industry is expected to grow, requiring more administrators and policymakers skilled in higher education. Government funding for higher education is expected to steadily increase over the next 5 years, to 2028 ([IBISWorld](#)). In Georgia, spending on higher education is rising as well. Governor Brian Kemp recently approved a [\\$633 million](#) increase for the teaching portion of the University System of Georgia's 2023 operating budget and a \$70 million increase for the Technical College System of Georgia.

Advocates believe a greater public investment in higher education will lead to a better labor market for higher education administrators. Andria Smythe, one of the authors of [Boosting Wages for U.S. Workers in the New Economy](#), hypothesizes that admissions expansion and a greater public investment - both fiscal and social - in higher education will help reform the working conditions and labor market for administrators.

REAL-TIME JOB POSTINGS INTELLIGENCE

TOP HIGHER EDUCATION RELATED JOB TITLES

Regional higher education administration-related positions by job title.



TOP CREDENTIALS AND SKILLS

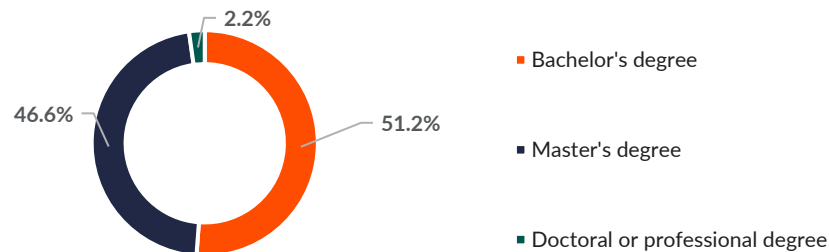
- Presentation
- Statistics
- Teaching/Training, Job
- Event Planning
- Program Development
- Bilingual
- Student Information Systems (SIS)
- Social Media
- Data Analysis
- Career Development/Professional Development
- Word Processing
- Customer Relationship Management (CRM)
- Counseling
- Marketing
- Oracle PeopleSoft
- Mathematics
- Report Writing/Report Preparation
- Budgeting
- Community Engagement

Note: For this analysis, Hanover retrieved job postings data for higher education administration related-positions in the Southeast from [JobsEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 12-month period as of November 2022.

ANALYSIS

Higher education administration positions requiring master's degrees center around student affairs and academic supervision. Notably, 46.6% of relevant real-time job postings in the Southeast region require a master's degree. Of these postings, student affairs roles have the largest number of openings, including residence life, career, and advisory roles. Academic administration roles, such as academic advisors and directors of institutional effectiveness, are the next most common opening, and are often affiliated with specific departments. A few openings relate to student health and wellbeing, including Assistant Director - Health Center (3 postings), Assistant Director - Wellness Education (2 postings), and Behavioral Health & Wellness Advocate/Counselor (2 postings).

EDUCATION REQUIREMENTS



Note: Job title, skill, and employer information is listed for those at the master's degree level, in order to reflect project relevance

TOP REGIONAL EMPLOYERS

- University of South Florida
- George Mason University
- Old Dominion University
- North Carolina State University
- University of Tennessee, Knoxville
- Virginia Community Colleges



COMPETITOR ANALYSIS

ANALYSIS

Market conditions are increasingly competitive but still may support the development of a new online higher education administration program. Within the past five years at least three relevant programs have launched in Georgia along with several others in the greater Southeast region. The number of programs reporting distance conferrals grew from eight in 2017 to 24 in 2021. Still, the average cohort size among programs with a distance option was 25 in the latter year, and more programs saw increasing completion totals than declines over the five-year period.

In order to further understand the competitive market, Hanover benchmarked a selection of programs in line with UGA Office of Online Learning's stated program goals. All benchmarked institutions are located within the Southeast region and offer fully online master's degrees in higher education administration.

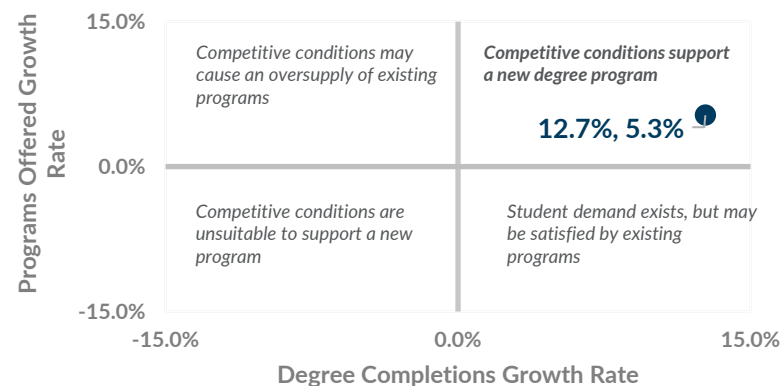
BENCHMARKED COMPETITOR PROGRAMS

Institution	2021 Degree Completions	Annualized Completions Growth Rate	Location
Appalachian State University	31	-3.7%	Boone, NC
Florida International University	50	--	Miami, FL
Georgia Southern University	87	8.0%	Statesboro, GA
Georgia State University	8	--	Atlanta, GA
Liberty University	182	--	Lynchburg, VA
Louisiana State University	182	125.8%	Baton Rouge, LA
University of Alabama	18	--	Tuscaloosa, AL
University of Mississippi	48	--	Oxford, MS
West Virginia University	16	18.9%	Morgantown, WV

*Institutions do not list distance-specific completions; number reflects both online and in-person completions

REGIONAL MARKET SATURATION

Within the Southeast, do competitive conditions support an additional higher education administration program?



PROGRAM TRENDS

PROGRAM LENGTH



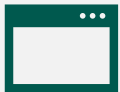
Most benchmarked programs report that students can complete the degree in 1 to 2 years on average. However, several programs are asynchronous and self-paced, leading to a wide variety of completion times. For example, West Virginia University lists a completion range of 2 to 8 years for part-time students.

IN-PERSON REQUIREMENTS



All benchmarked institutions offer their programs fully online, although the majority (5 of 9) also offer on-campus or hybrid (2 or 9) options. Four institutions require an internship or practicum. While modality options are not listed for these requirements, all coursework elements are offered fully online.

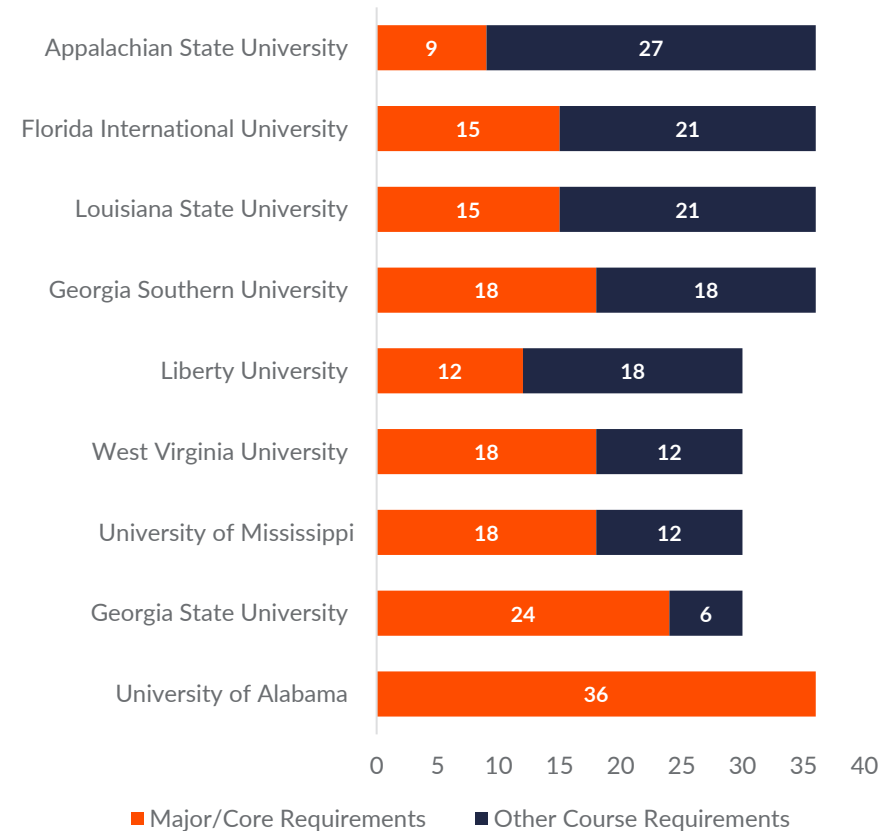
ONLINE COMPONENTS



Benchmarked institutions offer a combination of synchronous and asynchronous online delivery methods. 6 benchmarked programs offer self-paced, asynchronous options and 3 offer synchronous (sometimes cohort-based) models. For instance, Georgia Southern University offers both synchronous and asynchronous courses, allowing students to mix online delivery methods. With full-time and part-time options both available, the program is focused on flexibility, with students allowed to customize their delivery and duration as needed.

CREDIT REQUIREMENTS

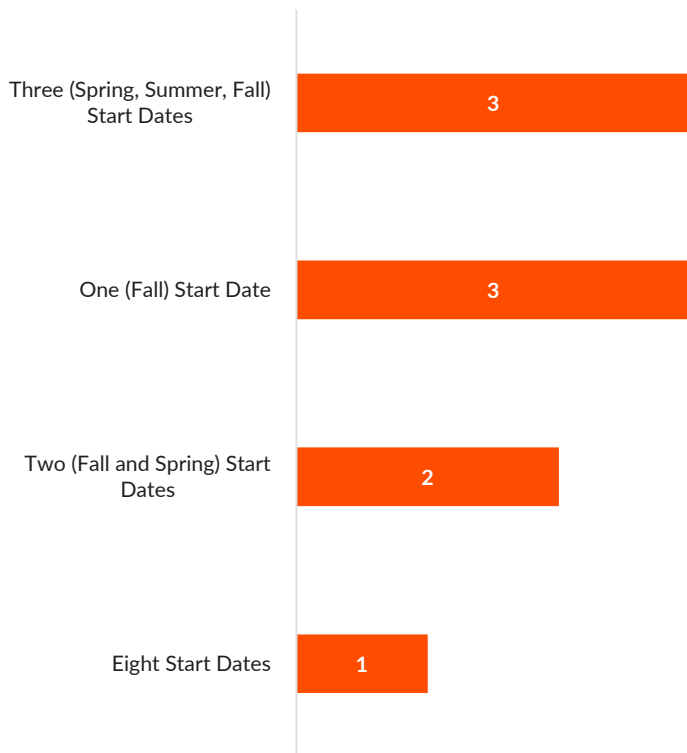
Benchmarked programs require 30 or 36 credits in total, consisting of a mixture of core and non-core courses as shown below. Non-core courses may include electives, specializations, or internship/ capstone experiences. Only the University of Alabama's curriculum consists entirely of core required courses.



PROGRAM TRENDS

START DATES

1/3 of benchmarked programs offer just 1 start date, while 2/3 offer 2 or more start dates. Start dates most commonly are offered in just the fall (3 programs); across fall, spring, and summer (3 programs); or across fall and spring (2 programs).



SPECIALIZATIONS

Four out of 9 benchmarked programs provide students the option to choose a specialization. Notably, higher education administration is sometimes itself offered as a specialization within a broader Master of Education degree.

Four benchmarked institutions offer fully online specializations for students to customize the program to their professional goals. Leadership and educational/ instructional technology concentrations are most common in fully online formats.

Although 2 programs offer concentrations in student affairs, 1 is only offered via a hybrid format. Notably, no benchmarked competitors offer a concentration in health sciences as part of an online master's in higher education administration degree.

Higher Education Leadership/ Administration
(three programs)

Teaching
(one program)

Adult and Developmental Education
(one program)

Education/Instructional Technology
(two programs)

Student Affairs
(two programs)

Athletic Administration
(one program)

PROGRAM BENCHMARKING

Benchmarked institutions offer fully online master's degrees in higher education administration in the Southeast region.

Institution	Location	Program	Modality	Program Length and Start Dates	Credit Requirements	Specializations	Notable Features
Appalachian State University	Boone, NC	MA in Higher Education	Online In-Person	2 years 1 fall start date	Required Courses: 9 Concentration Courses: 27 Total: 36 credits	<ul style="list-style-type: none"> Community College and University Leadership Adult and Developmental Education Teaching 	<ul style="list-style-type: none"> Fully online program with mix of synchronous and asynchronous delivery Accelerated master's option for current bachelor's students
Florida International University	Miami, FL	MS in Higher Education Administration	Online In-Person	1 year 1 fall start date	Professional Studies: 9 Required Courses: 15 Electives: 12 Total: 36 credits	None	<ul style="list-style-type: none"> Includes a practicum Cohort model
Georgia Southern University	Statesboro, GA	M.Ed. in Higher Education Administration	Online Hybrid	Self-paced 2 start dates in fall or spring	Professional Ed Core: 9 Higher Ed Core: 18 Specialized Content: 9 Total: 36 credits	None	<ul style="list-style-type: none"> Students must complete a professional portfolio with practicum (modality not specified)
Georgia State University	Atlanta, GA	M.I.S. in Higher Education Administration	Online	Self-paced 1 fall start date	Core requirements: 6 Major courses: 18 Elective: 3 Internship: 3 Total: 30 credits	None	<ul style="list-style-type: none"> Internship (modality not specified) Interdisciplinary focus and course requirements
Liberty University	Lynchburg, VA	M.Ed. in Higher Education	Online	1 year (average time, self-paced) 8 start dates per year	Higher Ed Core: 12 Concentration Courses: 9 Professional Courses: 9 Total: 30 credits	<ul style="list-style-type: none"> Educational Leadership Instructional Design and Technology Student Affairs 	<ul style="list-style-type: none"> Up to 50% of credits can be transferred in Asynchronous and flexible completion

Source: Institutional Websites (see embedded hyperlinks)



PROGRAM BENCHMARKING

Benchmarked institutions offer fully online master's degrees in higher education administration in the southeast region.

Institution	Location	Program	Modality	Program Length and Start Dates	Credit Requirements	Specializations	Notable Features
Louisiana State University	Baton Rouge, LA	MA in Education-Higher Education Administration	Online In-Person	Self-paced 3 start dates in fall, spring, and summer	Foundational Core: 12 Disciplinary Core: 15 Electives: 9 Total: 36 credits	Other MA specialization in Educational Technology	<ul style="list-style-type: none"> Marketed to working professionals 100% online delivery
University of Alabama	Tuscaloosa, AL	MA in Higher Education Administration	Online In-Person	Program duration not listed 3 start dates in fall, spring, and summer	Required Courses: 36 Total: 36 credits	None	<ul style="list-style-type: none"> Required internship (modality not listed) and capstone seminar (online) Curriculum focuses on professional development
University of Mississippi	Oxford, MS	MA in Higher Education	Online In-Person	2 years 2 start dates in fall or spring	Required Courses: 18 Specialization Credits: 12 Total: 30 credits	Athletics Administration Emphasis	<ul style="list-style-type: none"> Capstone portfolio project
West Virginia University	Morgantown, WV	MA in Higher Education Administration	Online Hybrid	2-8 years (part-time and full-time options) 3 start dates in fall, spring, and summer	Common Core: 12 Research Core: 6 Electives: 9 Capstone: 3 Total: 30 credits	Student Affairs Emphasis (hybrid only)	<ul style="list-style-type: none"> Synchronous online program Prepares students for careers or doctoral studies

Source: Institutional Websites (see embedded hyperlinks)






CONTACT

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