

Curriculum

Master's Degree

Student Development Core (18 credits required)

- HED 561 Developmental Theory in Higher Education
- HED 620 Seminar in Higher Education
- HED 690 Higher Education Internship
- HED 630 Higher Education and the Law
- HED 610 Capstone Seminar in Student Affairs
- HED 523 American Community College

Assessment/Research Core (6 credits required)

- HED 562 Assessing the Impact of College on Students
- EHD 573 Statistical Methods in Education

Individualized Concentration (12 credits required)

Concentration areas can include pre-existing options, such as educational leadership or women's, gender, and sexuality studies, or may be individually constructed in consultation with a faculty advisor to reflect the student's professional interests. Past student concentration areas have included, student success, transitions to college, LGBT, multicultural and international student programs, academic and athletic advising.

Total credits required: 36

Doctoral Degree

Professional Core Courses (minimum 18 credits)

- HED 676 Doctoral Seminar in Higher Education
- HED 677 Doctoral Seminar in Higher Education Research
- HED 654 Higher Education Policy and Politics
- HED 650 Social Context of Higher Education
- HED 630 Higher Education and the Law
- HED 580 History of Higher Education

Research Foundations (minimum 15 credits)

- EHD 573 Statistical Methods in Education
- EHD 575 Educational Research
- EHD 571 Qualitative Research
- EHD 574 Advanced Statistical Methods in Education
- EHD 520 Educational Assessment
- EHD 572 Advanced Qualitative Research

Specialization (minimum 18 credits)

Specializations are designed in consultation with a faculty advisor to reflect the student's professional and scholarly interests. Past specialization areas have included leadership, women's, gender, and sexuality studies; academic advising, campus diversity, transitions to college, college success, campus climate, faculty issues and teaching.

Dissertation (minimum 6 credits)

Total credits required: 90



I am proud of my doctoral experience at the University of Maine. The faculty had high expectations of and support for students, and were **incredibly motivating**, exposing me to new ideas. In one course, I was inspired to think differently about the role of policy as a strategy in higher education and was introduced to theories of discourse – this **fueled my scholarly interests** and emerged as the focus for my dissertation.” Susan Iverson, Ed.D

Admission Deadlines

The Higher Ed Hello and Interview Day is typically held in February. Applications must be received before **Dec. 1** for first consideration in interviewing for the assistantships at the Higher Ed Hello program.

Priority admissions for master's program and assistantship applications are due **Dec. 1**.

Admissions deadlines for doctoral applicants are **Nov. 15** and **March 1**.

University of Maine
College of Education and Human Development

5766 Shibles Hall
Orono, ME 04469-5766
207.581.2444 • highered@maine.edu

umaine.edu/edhd/graduate

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information, or veteran status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Opportunity, 101 North Stevens Hall, 581.1226, eoinfo@umit.maine.edu.



UMaine
Graduate Degrees in Higher Education

umaine.edu/edhd/graduate



College of Education and Human Development

Graduate Degrees in Higher Education



Leadership for Change

Higher education shapes the standards and presents the possibilities for tomorrow's world. Guiding responsive and innovative institutions on a constantly changing course demands collaborative and enterprising leadership.

The University of Maine's graduate programs in higher education advance the student-centered knowledge, values and skills essential for effective leadership in today's colleges and universities.

Graduates contribute to institutions of higher education throughout Maine and across the United States.

Master's Program in Student Development in Higher Education

The M.Ed. in student development in higher education prepares entry-level professionals for positions in student affairs in postsecondary education in increasingly diverse and technologically advanced institutions.

M.A. and M.S. degree programs allow students seeking to pursue a doctorate to complete a research-based master's thesis in lieu of the capstone seminar.

Master's degree coursework provides solid theoretical and practical grounding for understanding the student services profession in the context of colleges and universities as complex organizations, including:

- Student development
- Sociocultural identity differences/diversity
- Ethical professional practice
- Research
- Technological competence
- Leadership in student affairs
- Coursework applied to practice through internships and assistantships in many student service areas



As a graduate of the Higher Education program at the University of Maine, I am very thankful for the **one-on-one attention** and dedication I received from my professors, and especially my advisor. The faculty really took their time to get to know me and **help me focus** on my individual goals, both in and outside of the classroom. They **gave me the tools** I needed to start a successful career after graduation." Victoria Caron, M.Ed.

Doctoral Program in Higher Education

The doctoral program in higher education prepares ethical, visionary, informed and competent programmatic and institutional leaders for increasingly diverse and technologically advanced colleges and universities.

Through its structure and content, the doctoral degree in higher education provides mid-career professionals with the theoretical and practical frameworks to understand colleges and universities as complex organizations within the U.S. social context, including foundations in leadership, law and policy, sociocultural identity differences/diversity, ethical professional practice, historical context, research and technological competence.

Students develop advanced research skills to explore critical questions related to these areas through coursework and evaluating existing scholarship, and by conducting original research.



umaine.edu/edhd/graduate