Higher Education
M.Ed. Program

A 33-hour, online program with flexible scheduling and course delivery options which prepares professionals to facilitate programming related to higher education administration and student services, college access, and workforce preparation.
Educational leaders have expressed interest in establishing partnerships with college and workforce preparation professionals from various sectors to address the transition challenges of underrepresented and economically disadvantaged elementary, middle school and high school students who are underprepared to fully participate in and effectively contribute to the global economy as fully functional citizens. Proactive, sustained effort and attention to this crisis is paramount and can contribute to the development of academic and vocational pathways that will inspire a renewed hope among extremely vulnerable student populations and contribute to economic development in our region and beyond.

As there is a renewed national emphasis on P-16 and potential PK-18 pipeline initiatives, it is vital that this program can respond to community needs for student services professionals who have the talent and skill to serve as educational liaisons and facilitate collaboration between K-12, community colleges and 4-year institutions in order to prepare all students for success, whether they choose to pursue a college degree, vocational training or transition to the workforce immediately following high school.

The Master’s degree with an emphasis in Higher Education has been flexibly designed to include an expanded focus related to college access, equity and affordability, social justice, and workforce preparation, as well as student services and higher education leadership.

The enhanced curriculum targets K-12 teacher leaders, college preparation professionals, and other student services professionals who want to transform the college access and workforce preparation culture in elementary and secondary schools, which would culminate in the creation of transition plans and intensive student support services.

Student support professionals will be provided with the necessary tools to empower youth and adolescents; a renewed emphasis will be placed on students who are culturally connected to marginalized communities or underrepresented populations to promote achievement and success among these groups. Institutional and community commitment to student success will contribute to realistic and achievable academic and vocational pathways that are vital for a healthy, sustainable economy and region.

Contact us today to discuss your interests and discover your passion for advancing the future of student success!
Program Curriculum and Schedule

Our experienced, student-centered faculty nurture student growth through a targeted immersion in the program curriculum, which serves to build comprehensive competencies to pursue work in these areas. Faculty provide personalized mentoring experiences and incorporate real-world case studies into the curriculum to expose students to practical opportunities to apply concepts to professional practice.

The degree program is currently a 33-credit hour online program. We offer flexible course delivery and scheduling options designed with working professionals in mind. All courses are scheduled as synchronous via Zoom or asynchronous.

The courses are offered using accelerated scheduling formats in 4- and 8-week block schedules. Students follow a prescribed curriculum and also have the option to tailor courses to meet their individual needs and interests.

**Fall I**
- HIR ED 6476 Organization and Administration of Higher Education (3)
- HIR ED 6430 The Community College (3)
- OR AN APPROVED ELECTIVE

**Spring I**
- HIR ED 6473 Curriculum in Higher Education (3)
- HIR ED 6474 The College Student (3)
- OR AN APPROVED ELECTIVE

**Summer I**
- HIR ED 6404 Enrollment Management and Retention (3)
- HIR ED 6405 Financial Issues in Higher Education (3)
- OR AN APPROVED ELECTIVE

**Fall II**
- HIR ED 6404 College Access and Preparation (3)
- HIR ED 6477 History of Higher Education (3)
- OR AN APPROVED ELECTIVE

**Spring II**
- HIR ED 6408 Legal Issues in Student Affairs (3)
- HIR ED 6900 Internship (3)
- OR AN APPROVED ELECTIVE

Disclaimer: Course requirements may change at the discretion of the faculty advisor or due to curricular/program changes.
Application Requirements

1. Graduate School Admissions Application:
   http://umsl.edu/go/Apply-Now

2. Official transcripts from all universities attended should be sent to the Graduate Admissions office
   • Unofficial transcripts can be uploaded with the Graduate School application to expedite admissions decisions; however, official transcripts must be received directly from all prior institutions attended before regular admission to any program will be granted.
     
     • Official transcripts for domestic students should be sent to:
       University of Missouri - St. Louis
       Graduate Admissions
       121 Woods Hall
       1 University Blvd.
       Saint Louis, MO 63121-4400
       gradadm@umsl.edu
     
     • Official transcripts for international students should be sent to:
       International Student Services
       362 Social Sciences Building
       1 University Blvd.
       Saint Louis, MO 63121-4400
       iss@umsl.edu

3. International students are also required to document English proficiency by providing scores from an internationally accepted standardized examination before a decision is made on admission.

Admission Criteria
Admission to all of the Master of Education degrees, except Counseling, is based on grade point averages (GPAs) in the undergraduate major, in undergraduate education courses (if any), and in all undergraduate course work attempted. The minimum GPA for regular admission is 2.75 in each of the three GPAs. The GRE is not required.

Students with GPAs below 2.75 but above 2.50 are eligible to be admitted on restricted status. In this case, newly admitted graduate students must earn a 3.00 GPA in their first 12 credits of course work to continue study. Students in this category are advised to take a light load for the first several semesters. Students with GPAs below 2.50 can only be admitted by submitting supplemental, supportive evidence. The Graduate Program Director can then decide whether to make a special request for admission to the Graduate Dean.

Priority Application Deadlines*
Fall Semester: July 1
Spring Semester: December 1
Summer Semester: May 1
*Note: We will accept applications on a rolling basis for students each semester. Applications submitted outside these deadlines will still be considered.
Who Should Apply?

- K-12 teacher leaders who want to transform the college access culture in elementary and secondary schools or work in a postsecondary environment with college students to provide student support services
- Professionals interested in staff and leadership roles related to pre-collegiate programming in 2- and 4-year institutions
- Professionals interested in staff and leadership roles in private agencies that provide college access services to urban communities
- Professionals who want to establish a college access footprint within urban communities, establish partnerships with community leaders and community agencies to promote college access programming and funding initiatives
- Professionals interested in staff and leadership roles related to student support services in 2- and 4-year institutions

Career Options

- Student services professionals who can complement the work of school counselors to provide proactive academic, vocational or workforce planning support to K-12 students
- Student services professionals who will pursue entry to mid-level staff or leadership roles to effectively serve students who have transitioned to college to earn a post-secondary degree and require various forms of support in order to experience academic success and persist to graduation
- Educational liaisons who will work with K-12, community colleges and 4-year institutions, as well as businesses and health care agencies, to serve as transition planners and advocates for all students
- Student services practitioners who have an interest in working with private college preparation agencies to promote and support college access and preparation
- Higher education professionals interested in organizing, mobilizing, and leading advocacy efforts related to public policy formulation and analysis within government agencies and national higher education and professional associations, including the American Council on Education, NASPA, etc., as well as higher education think tanks and non-profit research and advocacy organizations, such as the Institute for Higher Education Policy

For more information, contact:
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