

INTERNATIONAL HIGHER EDUCATION (MEd)

Join a global scholar-practitioner community and make a difference in international higher education.

The IHE MEd program at Loyola's School of Education offers a rigorous curriculum rooted in Social Justice and critical thinking. The IHE MEd program is designed to prepare students for leadership roles in the dynamic and diverse field of higher education, emphasizing the critical importance of promoting equity, inclusion, and social justice within international higher education contexts.

This innovative program combines academic rigor with practical experiences to equip students with the knowledge, skills, and perspectives needed to address complex global challenges and advance social justice within higher education institutions and organizations worldwide. Graduates are prepared to assume leadership roles in higher education institutions, governmental agencies, non-profit organizations, and international education settings. They possess the knowledge, skills, and commitment to advance social justice, diversity, and inclusion within higher education systems worldwide.

Related Programs

Master's

- Higher Education (MEd) (<https://catalog.luc.edu/graduate-professional/education/higher-education/higher-education-med/>)

Doctoral

- Higher Education (PhD) (<https://catalog.luc.edu/graduate-professional/graduate-school/education/higher-education-phd/>)

Curriculum

The IHE M.Ed. is designed to be completed in two years, including summers. Most of the courses take place online in an asynchronous format; the study abroad course(s) take place in person at Loyola's John Felice Rome Center. Program requirements include 36 semester hours and completion of a final electronic portfolio. All courses must be completed within the predetermined curricular sequence.

Code	Title	Hours
ELPS 405	Introduction to Educational Policy Analysis	3
ELPS 427	Foundations in Higher Education	3
ELPS 431	Evaluation in Higher Education	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 433	Student Development in Higher Education	3
ELPS 448	International Higher Education	3
ELPS 455	Comparative Education	3
ELPS 503	Critical Perspectives on the Internationalization of Higher Ed	3
ELPS 529	Seminar in Higher Education	3
ELPS 550	Seminar on Globalization and Education	3
ELPS 565	International Education Internship	3

RMTD 400	Introduction to Research Methodology	3
Total Hours		36

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
ELPS 427	Foundations in Higher Education	3
ELPS 455	Comparative Education	3
Hours		6
Spring		
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
ELPS 405	Introduction to Educational Policy Analysis	3
Hours		6
Summer I		
RMTD 400	Introduction to Research Methodology	3
Hours		3
Summer II		
ELPS 448	International Higher Education (Rome Center - 2 wks)	3
Hours		3
Year 2		
Fall		
ELPS 433	Student Development in Higher Education	3
ELPS 503	Critical Perspectives on the Internationalization of Higher Ed	3
Hours		6
Spring		
ELPS 431	Evaluation in Higher Education	3
ELPS 565	International Education Internship	3
Hours		6
Summer I		
ELPS 550	Seminar on Globalization and Education	3
Hours		3
Summer II		
ELPS 529	Seminar in Higher Education (Lessons from Mexico - 1 wk)	3
Hours		3
Culminating ePortfolio (August)		
Hours		3
Total Hours		36

Travel & Visa

Securing the necessary visas to travel along with related expenses are the student's responsibility.

Cohort Model

Our program has been set up as a cohort because we find that students benefit greatly from joining a learning community and from

networking and bonding with one another during the course of their program. Once a cohort is formed, the students participate together in all of the required courses leading to the MEd degree.

As part of a global cohort program, students in the IHE MEd receive the following benefits:

- A 20 percent tuition discount across the entirety of the program
- Exemption from proof-of-immunization and proof-of-health-insurance requirements that apply to Chicago-based students.

A student may petition the IHE Program Director to be allowed to take a course out-of-sequence, yet remain a cohort member. Only one course may be taken out of sequence during a cohort student's course of study. We cannot guarantee that seats will be available in an out-of-sequence course, nor that all required IHE courses will be offered in an online format. Taking a course out of sequence may result in a student being unable to complete the degree in two years. Permission to take a course out of sequence will be granted at the discretion of the Program Director.

Continuous Enrollments

Master's students in international higher education are required to maintain continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Services.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/>) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

- Graduates of the program will be reflective leaders able to work in diverse cultural contexts to better understand, analyze, evaluate and advance the missions and programs of higher education institutions around the globe.
- Graduates of the program will be able to develop and undertake effective, high quality assessments and program evaluations.
- Graduates will demonstrate an understanding of social justice and the application of social justice concerns in the domain of higher education, particularly in regard to student development, the advancement of intercultural understanding and (relatedly) with respect to education abroad programs.