

Ph.D. PROGRAM IN HIGHER EDUCATION

School of Education
Indiana University

The Ph.D. program prepares students for careers in higher education emphasizing research and related scholarly activities. Toward this end, coursework emphasizes research and theory including in-depth exploration of an academic discipline in addition to higher education which is typically selected outside the School of Education. [See *School of Education Graduate Programs Bulletin* for any further information]

Ninety graduate semester credit hours are required distributed across the following areas.

<u>Area</u>	<u>Credits</u>
Higher Education (major)	36
Minor	12
Inquiry	12
Electives	15
Dissertation	15
	90
Total Credits (minimum)	90

A student's program of study is planned with the help of an Advisory Committee composed of two members from the higher education major including the faculty student's advisor, and one representing the minor field. A meeting with the Advisory Committee is required to approve the program of study.

I. **Major: (total credits = 36 hours)**

A. Required courses: 18 credit hours

C620	Pro Seminar in Higher Education	3
C654	Higher Education in the United States	3
C664	Higher Education Organization and Administration	3
C750 ¹	Topical Seminar: variable title (<i>Research seminar that includes original inquiry experiences: 2 recommended for Ph.D.</i>) (Linkage)	6
C788 ²	Seminar in Research in Higher Education (Linkage)	3*

1. Two 3 hr. early inquiry experiences are recommended for students to gain as much experience with research.. There are two ways this can be accomplished: a C750 Topical Seminar which has a directed research focus that is a significant part of the class requirement; and/or a C690 working directly under the supervision of a faculty member on a significant research project.
2. C788* Seminar in Research in Higher Education explores methodology in current higher education research which includes an analysis of current research practices and requires the student to conduct a literature review that should inform his or her dissertation.

* **Note:** C788 should be taken near the end of program of study.

B. Other courses: including, but not limited to 18 hrs.

C585	Principles of Fund Raising Management	3
C595	Legal Aspects of Philanthropy	3
C655	Higher Education and Public Policy	3
C656	American Community College	3
C670	Problems in Financing Higher Education	3
C680	Philanthropy in Higher Education	3
C695	Academic Problems in Higher Education	3
C661	Foundations of Institutional Research	3
C705	Legal Aspects of Higher Education	3
C750	Topical Seminar: variable title	3
U544	Introduction to Student Affairs Work in Higher Education	3
U546	Diverse Students on the College Campus	3
U548	Student Development Theory and Research	3
U549	Environmental Theory and Assessment in Higher Education	3

The following arranged courses can also count toward the major:

C675	Supervised College Teaching	2-3
C690	Independent Study in Higher Education	1-3
C747	Practicum in Administration	1-6
C760	Internship in Administration	1-6

Other courses may be included in the major with the approval of the Advisory Committee.

II. **Minor: total credits = 12 hours minimum**

Course work should focus on the research and scholarship of an academic discipline that provides a useful perspective on the study of higher education. This perspective often influences the topic or methodology used in the dissertation. The minor may be any Graduate School approved minor, or four courses that form a single interdisciplinary minor may approved by a Graduate School. For this alternative a faculty member from outside the higher education program must be a member of the program committee (e.g., Sociology, Law, Educational Inquiry, Educational Policy, Organizational Studies). For the interdisciplinary minor a memo must be provided by the student and approved by faculty member representing the interdisciplinary minor that provides a rationale for minor. Student Affairs cannot be used as a minor.

III. **Inquiry Skills and Techniques: total credits = 12 hours**

A. Required course: 3 credit hours

Y521 (or Y520) Strategies for Educational Inquiry

3

*Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is offered to doctoral students only. (Y502 or its equivalent is required as a pre-requisite for the Ph.D.)

B. Other courses: 9 credit hours

Three additional inquiry courses approved by the Advisory Committee are required (see Y-prefixed courses in catalog for examples). A list of approved inquiry courses is available in the Office of Graduate Studies. Typically, these courses are of the following:

H510	Foundations of Educational Inquiry	3
H601	Historical Inquiry in Education	3
Y527	Educational Measurements	3
Y535	Evaluation Models and Techniques	3
Y603	Statistical Design of Educational Research	3
Y604	Multivariate Analysis in Educational Research	3
Y611	Qualitative Inquiry in Education	3
Y612-Y613	Critical Qualitative Inquiry I and II	6*
Y617	Psychometric Theory	3
Y635	Methodology of Educational Evaluation	3

*This sequence of courses is recommended for those considering doing a qualitative dissertation.

Three of the four inquiry courses should be taken prior to the qualifying exam.

IV. **Electives or Second minor: total credits = 15 hours**

The remaining 15 hours can be used to create a second minor, for further study into any appropriate field or to obtain other professionally relevant knowledge. A minimum

of 12 hours must be taken for a second minor. Students are encouraged to enroll in six hours of courses to provide a breadth of understanding of the basic concepts that inform higher education as a discipline. Typically the six hours come two of the following areas: History and Philosophy, Psychology, Policy Studies, Sociology and Anthropology, or Organizational Theory. With Advisory Committee approval student also may use courses from other academic areas appropriate for student's special professional objectives.

V. **Dissertation: total credits = 15 hours minimum**

C795 Dissertation Proposal Preparation	3*
C799 Doctoral Thesis (12 hrs minimum)	12

* **Note:** C795 should be taken near the end of program of study.

COMBINED TOTAL CREDITS 90

OTHER PROGRAM REQUIREMENTS

FIRST YEAR REVIEW FOR HESA DOCTORAL STUDENTS

Beginning doctoral students (both Ph.D. and Ed.D.) at the end of the first year (and/or 18 hours of course work for part-time students. Instructions for this review can be found online (see Outline of the Review Process for instructions).) need to file a First Year Faculty Review with their advisor. The advisor will assess work the student has completed and what the student is planning for the future. The focus of the review is on assessing the students' ability to: 1) clearly articulate their thoughts and ideas in an organized manner (writing and oral), 2) analyze and synthesize research in order to formulate an opinion or argument, 3) illustrate a focused plan for completing doctoral work.

PROGRAM PLAN

Students are strongly encouraged to finalize their program of studies no later than the end of their second year if they are full-time students or by the time they have completed 36 hours of coursework (not counting courses that were transferred from other institutions).

EARLY INQUIRY EXPERIENCE

According to the School of Education Graduate Bulletin "(in addition to the inquiry core course work). One of these inquiry courses is to be an early inquiry experience wherein a student carries out an actual research project, including the collection and analysis of data to answer a research question, and the writing of a research manuscript." (*School of Education Graduate Program Bulletin*).

A course (C750 or C690) in which the instructor designates that the course can be used as an inquiry linkage course (this requires doing original research in the course. The course will have the following requirements:

1. There must be a product produced as a result of the early inquiry experience.

2. The product should be suitable for presentation and/or publication. This can include professional conferences or institutional presentations/publications.
3. In most cases, it is not possible to fulfill the early inquiry experience with the required HESA courses. Instead the student should look for Special Topics (C750) courses that the instructor designates as fulfilling the early inquiry experience or an Independent Study that fulfills the requirements.
4. The instructor will clearly state in the syllabus of a Special Topics course what requirements must be completed to fulfill the early inquiry experience.

INQUIRY LINKAGE COURSE

According to the School of Education Graduate Bulletin all students must complete “The second of the major area [Higher Education] inquiry courses is an inquiry linkage course. This is a course in which research relevant to the major field of specialization is studied.” (*School of Education Graduate Program Bulletin, 2005-2007, p. 52-53*).

HESA designated inquiry linkages course is listed below. Note that this is not counted for credit twice. The course is counted only once as part of the major.

- C788 Seminar in Research for Higher Education

QUALIFYING EXAM

“Prior to beginning a doctoral dissertation and at or near the time of completion of all course work, all doctoral students in the School of Education must pass a qualifying examination in their major area of study. In effect, this examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.” (*School of Education Graduate Program Bulletin*).

The qualifying exam with written and oral components is taken at or near completion of course work in the major. The student must have his/her Advisory Committee Chair’s approval to take the qualifying examination. The written section is comprehensive; covering issues faced by the profession and the knowledge base of the field. Questions are broad and will require students to integrate theories and substantive issues from the courses they have taken. Qualifying exams for the minor are determined by the minor advisor in consultation with the students. Following review by the faculty, the student must defend the written examination in a meeting with the Advisory Committee.

HESA and SOE Requirements

- Have an appointed doctoral advisory committee and a program of study approved by graduate studies.
- Student will apply for qualifying exams with the permission of their program advisory committee.
- Students must be in good standing to take qualifying exams (must meet expectations within the School of Education *Bulletin*) and not more than 6 credit hours of incompletes (*Bulletin*).
- The first day question(s) will focus on broad concepts in higher education and incorporate the require coursework in higher education.
- The second day question(s) will focus on areas of specialization the student has developed during the doctoral program and one or more topics of interest identified for dissertation research.

RESEARCH SKILLS

Research skills required for the Ph.D. are satisfied by course completion prescribed in the Inquiry area.

RESIDENCY REQUIREMENT

Ph.D. students are required to enroll in 9 credit hours in two consecutive semesters at the Bloomington-Indianapolis core campus to meet the current Graduate School requirement. Students are strongly encouraged to participate in research projects, colloquia, and study groups, attend lectures, seminars, and participate in scholarship or professional practice during their doctoral studies. Additional detail will be provided by one's advisor.

DOCTORAL DISSERTATION

Students are required to design, conduct, and orally defend an original piece of research.