Ph.D. PROGRAM IN HIGHER EDUCATION
School of Education
Indiana University

Official Degree Name: PhD in Higher Education (HIEDPHD)

The Ph.D. degree is a 90 credit hour program designed for doctoral students who are planning careers as college and university administrators, institutional researchers, policy analysts, and faculty members. It prepares students for careers in higher education emphasizing research and related scholarly activities. Toward this end, in addition to higher education, coursework emphasizes research and theory including in-depth exploration of an academic discipline which is typically selected outside the School of Education.

The Ph.D. program has relatively few required courses, allowing students more freedom to specialize in areas of interest. There is also a strong set of inquiry (methodology) courses required. A strong background in inquiry is essential for careers in institutional research, policy analysis, or as faculty.

Students can transfer up to 30 hours into the program from relevant graduate level coursework, especially courses that were taken toward a master’s degree in higher education or a related field. Although a master’s degree is not required for entry into the Ph.D. program, it is highly preferred.

Pre-requisite Course: Y502 Intermediate Statistics Applied to Education (see electives)

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<td><strong>Total Credit Hours (minimum)</strong></td>
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NOTE: Exact course titles are subject to change.
Degree Requirements (90 credits):

Major Requirements (36 credits)

Required courses (18 credits)
- C620 Pro Seminar in Higher Education (3 cr.)
- C654 Higher Education in the United States (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- C788 Seminar in Research in Higher Education* (Inquiry Linkage) (3 cr.)
* C788 should be taken near the end of program of study.

Other Courses (18 credits)
- C655 Higher Education and Public Policy (3 cr.)
- C656 American Community Colleges (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C678 Capstone in Institutional Research (3 cr.)
- C680 Philanthropy and Higher Education (3 cr.)
- C695 Academic Problems in Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment in Higher Education (3 cr.)

The following arranged courses may also count toward the major requirement:
- C675 Supervised College Teaching (1–3 cr.)
- C690 Independent Study (1–3 cr.)
- C760 Internship in Administration (1–6 cr.)

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

In addition to the inquiry core requirements listed below, 6 credit hours of inquiry course work are required within the major: an early inquiry experience and an inquiry linkage course.

Early Inquiry Experience
In the early inquiry course, 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.

A course that the instructor designates as providing an early inquiry experience must meet the following criteria:

1. There must be a written product 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. The syllabus of a Special Topics course will clearly state the requirements that must be completed to fulfill the early inquiry experience.
In most cases, the student should fulfill the requirement:

- with an assignment the instructor designates as fulfilling the early inquiry experience (including some Topical Seminars [C750],
- with the Capstone in Institutional Research [C678]), or
- through Independent Study (C690).

**Inquiry Linkage Course**

The second of the major area inquiry courses is the inquiry linkage course listed below. This is a course in which research relevant to the major field of specialization is studied.

- C788 Seminar in Research in Higher Education

**Inquiry Core Requirements (12 credits)**

**Required Course (3 credits)**
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*
- Y520 Strategies for Educational Inquiry (3 cr.)

*Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is intended for doctoral students.

**Other Courses (9 credits)**

Three additional inquiry courses approved by the Advisory Committee are required. Core Inquiry Courses for the School of Education shall include all Y-prefixed courses offered in the School of Education **EXCEPT** Y500, Y502, Y590, Y660, Y690, Y795, and Y799. Examples include:

- Y515/H510 Foundations of Educational Inquiry (3 cr.)
- Y525 Survey Research Methodology (3 cr.)
- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)
- Y603 Statistical Design of Educational Research (3 cr.)
- Y604 Multivariate Analysis in Educational Research** (3 cr.)
- Y611 Qualitative Inquiry in Education** (3 cr.)
- Y612-Y613 Critical Qualitative Inquiry I and II** (6 cr.)
- Y617 Psychometric Theory (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)
- Y637 Categorical Data Analysis (3 cr.)
- Y639 Multilevel Models (3 cr.)

**Y604 is recommended for those considering a quantitative dissertation, and Y611 or Y612-613 are recommended for those considering a qualitative dissertation.

Special topics courses in inquiry methodology or courses important to particular types of dissertations may also be applied. There are a number of courses in other IU graduate programs that can also fulfill this requirement. Please see the Graduate Student Bulletin for a complete list.

**Three of the four required inquiry courses above should be taken prior to the qualifying exam.**
Minor Requirements (12 credits)

After consultation with their Advisory Committee, students should select a Graduate School approved minor from outside the HESA Program. 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.

While minors are normally formulated within a single program area, an interdisciplinary or individualized minor is also possible. It must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

For this alternative a faculty member from outside the higher education program (e.g., Sociology, Law, Educational Inquiry, Educational Policy, and Organizational Studies) must be a member of the student’s Advisory Committee.

Elective Requirements (15 credits)

Fifteen hours can be used to further study an appropriate field, complete a second minor (minimum of 12 credit hours), or gain other professionally relevant knowledge. Students are encouraged to enroll in six credit hours that provide a breadth of understanding of higher education as a field of study. Typically the six hours come in two of the following areas: anthropology, history, philosophy, political science or policy studies, psychology, or Sociology.

With Advisory Committee approval a student may use courses from other academic areas appropriate to research interests and professional objectives.

Y502 Intermediate Statistics Applied to Education (3 cr.) is required as a pre-requisite for the Ph.D. If the course has not been taken prior to admittance to the Ph.D program, it may be taken post-admission and counted among electives. Y502 DOES NOT COUNT TOWARD THE INQUIRY CORE REQUIREMENT.

Dissertation Requirements (15 credits)

- C795 Dissertation Proposal Preparation* (3 cr.)
- C799 Doctoral Thesis in Higher Education (1-12 cr.)

*C795 should be taken near the end of program of study, after passing the qualifying exam.

Students are required to design, conduct, and orally defend an original piece of research. Refer to the Graduate Bulletin checklist of doctoral program milestones and other program resources for further details.
Additional Program Requirements:

1. At the end of the first year (or after 18 credit hours of course work for those not enrolled full time), doctoral students must participate in the First-Year Review process. Instructions for this review can be found on the HESA web site. The advisor will assess performance to date and future program plans. The focus of the review is assessing a student’s ability to: 1) clearly articulate thoughts and ideas in an organized manner (written and orally), 2) analyze and synthesize research in order to formulate an opinion or argument, and 3) successfully complete program requirements, including the dissertation.

2. Students must have an appointed Advisory Committee, including:
   a. Two (2) faculty members from the student’s major, one being the student’s faculty advisor
   b. One (1) faculty member representing the student’s minor

3. Students should finalize a Program of Study (POS), approved by the student’s Advisory Committee, no later than the end of their second year if they are full-time students, or after completing 36 credit hours of coursework (excluding courses transferred from other institutions).

4. 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. Following review by the faculty, the student must defend the written examination in a meeting with the Advisory Committee. In effect, this examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation. Pre-requisites for the exam include:
   - Student’s program of study must be approved by the Office of Graduate Studies.
   - Students must have Advisory Committee approval to proceed with the qualifying exam.
   - Students must be in good standing and have no more than 6 credit hours of incompletes (in their current semester) to take the qualifying exam. Any incompletes must be removed prior to nomination to candidacy.

5. The Ph.D. residency requirement must be satisfied by taking two consecutive 9-credit hour terms at the Bloomington-Indianapolis core campus. Dissertation credit hours (C799) or credit hours in Advanced Research (G901) may not be used to fulfill residency requirements.

6. Refer to the School of Education Graduate Bulletin (http://education.indiana.edu/students/graduates/) and other program resources for further information regarding doctoral program milestones.