

Ed.D. PROGRAM IN HIGHER EDUCATION

School of Education
Indiana University

The post-masters Ed.D. program provides for in-depth study of administrative functions informed by theory, research, and practical experience. The program allows students to identify their professional interests and pursue courses and related activities that meet their interests and needs. Students who complete the program become practitioner-scholars in their particular area of expertise.

The Ed.D. requires 60 graduate semester credit hours beyond the master's degree distributed across the following areas. [See *School of Education Graduate Programs Bulletin* for any further information]

<u>Area</u>	<u>Credits</u>
Higher education (major)	27
Minor	9
Inquiry core	9
Electives	6
Dissertation	9
	60
Total	60

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 student's faculty advisor, and one faculty representing the minor field. A meeting with the Advisory Committee is required to approve the program of studies.

I. **Higher Education Major: (total credits = 27 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
C788	Seminar in Research in Higher Education (Inquiry Linkage course)	3*
Choose at least two of the following:		
C670	Problems in Financing Higher Education	3
C655	Higher Education and Public Policy	3
C661	Foundations of Institutional Research	3
C705	Legal Aspects of Higher Education	3

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

B. Other Courses: 9 credit hours (choose from among these courses)

U544	Intro. to Student Affairs Work in H.E.	3
U546	Diverse Students on the College Campus	3
U548	Student Development Theory and Research	3
U549	Environmental Theory and Assessment in H.E.	3
C585	Principles of Fund Raising Management	3
C595	Legal Aspects of Philanthropy	3
C655	Higher Education and Public Policy	3
C656	American Community Colleges	3*
C661	Foundations of Institutional Research	3
C670	Problems in Financing Higher Education	3
C680	Philanthropy in Higher Education	3
C695	Academic Problems in Higher Education	3
C705	Legal Aspects of Higher Education	3
C750	Topical Seminar: variable titles	1-6

*Name change is being requested in Fall 2011

The following arranged courses may also count toward the major:

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

Other courses can count toward the major with the approval of the student's Advisory Committee.

II. **Minor: (total credits = 9 hours minimum)**

The minor should provide an alternative perspective on educational problems and processes. After consultation with their Advisory Committee, students should select

courses that ground them in the basic concepts that provide a useful perspective from which to reflect on administrative functions and processes.

III. **Inquiry Core: (total credits = 9 hours)**

A. Required Courses: 9 credit hours

*Y521 or Y520 Strategies for Educational Inquiry	3
Y535 Evaluation Models and Techniques	3
Y510 Action Inquiry I	3
(Y502 or its equivalent is required as a pre-requisite for the Ed.D.)	
*Although either Y520 or Y521 can meet this requirement, Y521 is highly recommended because it is offered to doctoral students only.	

IV. **Electives: (total credits = 6 hours)**

With Advisory Committee approval a student may use courses from the School of Education or other academic areas consistent with the student's particular professional objectives.

V. **Dissertation: (total credits - 9 hours minimum)**

C795 Dissertation Proposal Preparation	3*
C799 Doctoral Thesis in Higher Education	6

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

COMBINED TOTAL CREDITS **60**

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) need to file a First Year Faculty Review with their advisor. Instructions for this review can be found online (see Outline of the Review Process for instructions). 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 (See *School of Education Graduate Programs Bulletin* for specific guidelines regarding transfer of courses for an Ed.D.).

INQUIRY LINKAGE COURSES

“The second of the major area of 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*).

HESA designated inquiry linkage course is listed below. Note that it is not counted for credit twice.

- 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 upon 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 no 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.

RESIDENCY REQUIREMENTS

The residency requirement can be satisfied by taking either two consecutive semesters of nine credits or three consecutive six-hour terms at the Bloomington-Indianapolis core campus.

DISSERTATION

The dissertation is a study designed, completed, and orally defended by the student. This may be original research in a traditional inquiry format, or a student may conduct a practice oriented research project such as: campus audit, case study, needs assessment, program review, evaluation, program or another suitable study of professional practice. The Research

Committee for the dissertation must be comprised of two faculty from the Higher Education Program and one faculty member from the student's minor or an area of specialization relevant to the student's dissertation research.