

HIGHER EDUCATION PROGRAM

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THE HIGHER EDUCATION PROGRAM

Preface

The purpose of this *Handbook* is to describe the procedures and policies of the Higher Education Program (HEP) at Penn State. The information contained herein should help students progress through one of the three HEP degree programs by explaining its requirements. However, it should be noted that the policies and procedures of the Graduate School supersede any of those set by the Higher Education Program. For a complete explanation of the various Graduate School regulations, students are referred to the most current edition of **The Pennsylvania State University—Graduate Degree Programs Bulletin**, which is available on line at <http://www.psu.edu/bulletins/whitebook/>.

Overview

The Higher Education Program is located within Penn State's Department of Education Policy Studies (EPS). Many higher education students take classes with students who are enrolled in the College Student Affairs Program, the Educational Leadership Program or the Education Theory and Policy Program, which are also housed within the Department of Education Policy Studies. Faculty from several of the programs within EPS team-teach some of the courses taken by all EPS students.

The Higher Education Program at Penn State has as its primary goal the preparation of professionals capable of analyzing and managing the problems in postsecondary education. The Program employs the knowledge of several related disciplines to study postsecondary education systematically, and the HEP then applies this learning to the challenges facing practitioners.

The program offers three distinctive degrees, each with a different purpose, and each designed for students with different career goals: the M.Ed. in Higher Education, the Ph.D. in Higher Education, and the D.Ed. in Higher Education. The M.Ed. in Higher Education, which is typically completed in one calendar year of full-time study, offers students a broad-based introduction to the policies, administration, history, and organization of post-secondary education, with a primary focus on the United States. The M.Ed. is useful for those aspiring to become mid-level administrators of college and university offices, as well as practitioners in areas such as admissions, academic services, advising, finance, and some aspects of student life. Note that an allied M.Ed. program is also available in College Student Affairs (CSA) for students seeking specifically to work in this area of post-secondary education. Further information on this option is available in the CSA handbook.

The Ph.D. in Higher Education is designed for students who wish to become full-time researchers in education-related agencies or university professors of higher education. The Ph.D. degree prepares students to conduct academic research as well as to gain general knowledge in the field of higher education. The D.Ed. degree is designed for advanced professionals, leaders, and administrators in educational organizations or universities. While there is a research component to the degree, the D.Ed. emphasizes the application of research knowledge to administrative and policy problems.

Neither the Ph.D. nor the D.Ed. is a professional credential, and neither degree grants exclusive access to careers in higher education. Some HEP students receive a Ph.D. but subsequently follow an applied or an administrative career after their graduation. And some recipients of a D.Ed. become faculty members (including two current members of the Penn State Higher Education faculty). But, while both degrees are highly valued in the field, their purposes and their expectations of students are distinctive (see below for their respective requirements).

Graduates from the Higher Education Program pursue a wide variety of careers. Program graduates include faculty in higher education programs at institutions such as the College of William & Mary, University of Toronto, University of South Carolina, Michigan State, and UCLA. Other graduates are employed in national foundations and associations. Our alumni figure prominently among college presidents, top administrators in state-wide coordinating agencies, as well as vice-presidents and deans of colleges and universities. In addition, many of our graduates can be found in major higher education research units in the U.S. and Europe. The publication productivity of our graduates is noteworthy and several are considered leading scholars in higher education.

The favorable rate of placement among our graduates reflects, at least in part, the opportunities offered by the HEP for students to work with faculty and staff at Penn State. A close association exists between the Program and the research-oriented Center for the Study of Higher Education, also located in Rackley Building. Professional staff in other administrative offices of the University serve as affiliate faculty members or internship supervisors in the Program and are available to assist students in their educational and career development. In short, our students are afforded individually tailored opportunities for study leading to the master's and doctoral degrees.

Through either the minor or the cognate requirement, doctoral students from the Higher Education Program pursue academic work within other academic units at Penn State, such as, for example, economics, sociology, political science, history, or educational psychology.

Finally, although the positions for which students in the Program prepare themselves are diverse, students and faculty alike have recognized a need for a common focus in the pursuit of higher education as a field of study. Consequently, a "core" of courses is recommended for all doctoral students. Students are formally examined, during their Qualifying Exam, on the material presented in the core classes.

Student Population

Students in the Higher Education Program come from across Pennsylvania, various other states, and several foreign countries. About a quarter of our students attend classes on a part-time basis. Approximately 20 percent seek the D.Ed., 60 percent the Ph.D., and 20 percent the M.Ed.

Admission to the Higher Education Program

No single criterion stands as an adequate forecaster of success in graduate work. Applicants for degree programs are evaluated on each of the following criteria:

- (a) undergraduate courses and junior-senior grade-point average as reported on an official transcript
- (b) courses and grade-point average in any graduate work as reported on an official transcript
- (c) performance on the Graduate Record Examination (GRE) (combined verbal, quantitative, and analytical score) or performance on a comparable exam such as the Graduate Management Admissions Test (GMAT), Law School Admission Test (LSAT), etc.
For master's students only: performance on any of the above or performance on the Miller Analogies Test (MAT)
- (d) performance on the Test of English as a Foreign Language (TOEFL) exam (if applicable)
- (e) letters of recommendation provided by two professional and two academic references who attest to an applicant's academic potential to succeed in graduate studies
- (f) a written statement that follows the specifications outlined in the application to the HIED program

Most applicants have earned undergraduate degrees in the social or natural sciences. In addition, many hold advanced degrees in areas of higher education or in specific professional fields. It is expected that doctoral applicants have three to five years of work experience in higher education administration or a related area.

Fellowships and Assistantships

Doctoral applicants are often interested in securing graduate research assistantships (GRAs). These positions are competitive and based on a comparative, aggregate evaluation of the criteria listed above. Decisions regarding the awarding of assistantships are made separately from admission decisions. Applicants who wish to apply for a GRA must indicate their interest by checking the box provided on the HEP application form. GRA offers typically are made only for the fall semester. If you are being considered for a GRA position, you will be notified by phone or e-mail usually by the end of February of the year in which you apply. Offers should be accepted or declined as early as possible, but on or before April 15th.

The University and the College of Education offer a limited number of fellowships. Fellowships applicable for newly admitted students are the Button-Waller Graduate Awards, and the University Graduate Fellowship. There are no applications for these awards, but student nominations are made through recommendations by the HEP Admission's Committee. If a student is being considered for either of these awards he or she will be notified by the Professor-in-Charge of the HEP usually by the end of February.

The HEP offers awards to doctoral students beyond their second year of study.

The Ostar Internship Endowment in Higher Education is awarded annually, typically to a third-year doctoral student who secures a one-year internship in a central administrative office of the University.

The Martorana Family Award provides funds to support doctoral degree candidates in HI ED with completion of the dissertation. Preference is given to those studying in the areas of community-based post-secondary education, regional planning or inter-organizational cooperation, state-level public policy and related fields. Academic accomplishment is also considered.

The Higher Education Program Alumni Council's Alumni Award is made to a HI ED doctoral student who has completed coursework, has defended a proposal, has secured funding from an administrative or academic office at Penn State, is actively engaged in dissertation writing, and is in good academic standing.

Nominations for all of these awards are made by faculty members. To learn more about these opportunities, please see the administrative assistant and discuss them with your advisor.

Advisors

Once admitted to a degree program, a student is assigned an advisor from among the faculty in the Higher Education Program. The advisor will assist students in developing a program of study and help them to clarify their interests. The advisor assigned at the point of admissions usually remains in that position through the student's Program Review. Students are encouraged, however, to become acquainted with the work and professional interests of all members of the faculty and subsequently, may request that any member of the higher education faculty serve as their advisor, dissertation chair, and thesis advisor. However, if you decide to change your advisor you must inform the PIC of the Higher Education Program who will notify the administrative assistant to make the change.

DEGREE PROGRAMS

The Higher Education student's program of study is flexible, but there are certain prescribed components. Its design and content in each case is the joint responsibility of the student, his/her Higher Education advisor, and the minor or discipline field advisor. Although the "core" courses are available for all students, flexibility is considered a valuable asset in the establishment of stimulating, imaginative, and scholarly programs suited to the particular background, interests, and requirements of individual students and to the demands of the profession and the scholarly study of higher education. At Penn State, this flexibility rests on the opportunity to choose from among the total resources of the University and from the most appropriate alternatives provided by Higher Education faculty members whose established interests encompass a substantial range of scholarship and specialization.

Three degrees are offered in Higher Education: M.Ed., D.Ed., and Ph.D. The Higher Education Program and its faculty are also associated with other programs: The [College Student Affairs Program](#), the [Comparative and International Education Program](#), the [Joint Degree Program in Law and Higher Education](#), and the [Certificate Program in Institutional Research](#). In addition to programs for majors in Higher Education, a minor in Higher Education is offered for students interested in combining such study with another major field of study.

The Master's Degree

Requirements for the M.Ed. Degree

The M.Ed. degree program has a minimum requirement of 30 credits. Master's degree students majoring in Higher Education must complete an introductory course (HI ED 545), two HI ED "core" courses, and an additional 6 credits in Higher Education courses, seminars, internships, or independent study. A minimum of one course in statistics or in a comparable analytical methods course, a minimum of six credits in a minor field, and a master's research project paper are also required of all M.Ed. students in the Program. In summary, the requirements for the M.Ed. Degree are:

1. A minimum of 30 graduate credits.
2. A minimum of 18 credits in course work at, or above the 500 level.
3. A minimum of 15 credits of these 500-level courses must be in Higher Education courses, seminars, etc. HIED 545 and at least two of these courses must be chosen from among the five "core" classes (see below).
4. A minimum of one research methodology course (preferably a quantitative analysis/statistics course).

5. A minimum of 6 graduate credits in a minor field of study, or 6 credits in a “general studies” grouping of classes.
6. A master’s paper that is accepted by the candidate’s advisor and one additional Higher Education faculty member who is a member of the Graduate Faculty. (For additional information, see “Master’s Paper” below). The student must take a minimum of 3 credits of HI ED 596 for master’s paper development (see Appendix Q, “Proposal for Internship/Independent Study”).
7. A minimum grade-point average of 3.00 for work done at Penn State.
8. All requirements for the M.Ed. degree must be met within eight years or a period spanning nine consecutive summers. An average course load of 12 credits per semester allows the student to complete degree requirements within a 12-month period. Most part-time students complete their M.Ed. degrees within two years.

M.Ed. Plan of Study

A student will develop, with his/her advisor, a plan of study consistent with identified intellectual and career goals. A copy of this plan of study is placed in the student’s file in the Higher Education Program office. This plan may be changed at any time, based on a mutual understanding between the student and his/her advisor. There is no formal procedure to amend the program of study, but the student and his/her advisor should be aware of the degree requirements as set by the Graduate School and the Program faculty. The “Planned/Approved Program—Master’s Degree” form (Appendix A) should be completed by the M.Ed. student and his/her advisor. (Appendix B) contains the Master’s Degree Program Worksheet.

Master’s Paper

The student, upon the completion of his/her course work, will prepare a master’s paper under the guidance of his/her advisor. Although this paper is not a master’s thesis, it does encompass significant library research and may even include a report on field research. For stylistic purposes, the paper should conform to the guidelines for the master’s thesis laid out in the **Thesis Guide**, published by the Graduate School. HI ED 596 (3 credits minimum required) should be taken when developing the master’s paper. Additional information about the development of the paper and guidelines for completion can be found in Appendix C. A sample signature page, can be found in Appendix D. Each student must have two faculty readers. Students should work with their primary faculty member in the development of the topic and paper. Upon the advisor’s determination that the paper is "complete" the student will forward the paper to the second faculty reader. It is the responsibility of the second reader to determine if the paper is acceptable. Students must make changes to the satisfaction of both faculty members before turning in a final copy to the program office.

The Doctoral Degrees

The Higher Education doctoral program, whether a Ph.D. or D.Ed. degree, consists of three phases:

- Phase I:**
1. Enroll in core courses fall and spring semesters.
 2. Begin coursework for specialization in higher education, the minor/cognate area, and/or research.
 3. Take Qualifying Exam at the beginning of Year 2.
- Phase II:**
1. Hold Program Review.
 2. Complete minor/cognate and specialization in Higher Education.
 3. Complete research course requirements.
 4. Enroll in Research Design, HI ED 585.
 5. Enroll in HI ED 594, Research Topics, for proposal preparation.
 6. Complete the Comprehensive Examination through oral defense of dissertation proposal.
- Phase III:**
1. Conduct dissertation research.
 2. Write the dissertation.
 3. Defend dissertation at Final Oral Examination.

The initial phase of the program stresses the integration of the academic disciplines with the professional study of higher education in the “core” areas of study of the program. The five courses and areas examined are: (1) History of U.S. Higher Education; (2) Administration of Higher Education; (3) Curricula in Higher Education; (4) Higher Education Students; and (5) Organizational Theory in Higher Education. (The D.Ed. and Ph.D. program worksheets are contained in Appendix E and F.)

The second phase of the program involves an increased emphasis upon the more specialized studies and experiences related to the student’s identified area of study concentration and professional emphasis. This phase consists of various sequences of advanced courses and seminars, independent study, internships, and related research activities, which usually include the exploration and identification of probable topics for doctoral research. This phase emphasizes the student’s use of appropriate methodologies and the development of a variety of techniques for studying a wide range of problems. These might include comparative studies of institutions, interdisciplinary investigations of programs and instructional procedures, historical case studies, analyses of the dynamics of program and organizational reform and innovation, and the construction and testing of theoretical models.

In the final phase of the Higher Education doctoral program, the doctoral student concentrates on research and writing of a doctoral thesis related to the student’s area of specialization and professional interest. The student and his/her doctoral committee determine the subject and focus of this research undertaking using an appropriate set of theoretical constructs, data-gathering methodologies, and analytical techniques.

While the degree work could be completed within three to four years, the length of time to complete the degree will depend upon the individual student's previous academic course work, work experiences, time, and effort.

Milestones in the Doctoral Program

First-Year Review. After the student has completed 18 credit hours of coursework, the Higher Education faculty will review the student's performance (First-Year Student Review is contained in Appendix G). Recommendations for additional writing-intensive courses may be made at this time if necessary.

Qualifying Examination (Candidacy). Upon completion of the core courses, the student must complete the Qualifying Examination. The purpose of the Qualifying Exam is to assess the student's knowledge of the core areas—History of U.S. Higher Education, Organizational Theory, Administration, Students in Higher Education, and Curricula in Higher Education—and to evaluate his/her ability to apply and synthesize knowledge in the core areas in response to specific questions. "The take-home examination is distributed one week prior to the start of each semester (fall and spring) and the student is given one week to submit a response." A committee of Higher Education Program faculty members evaluates the examination in a blinded review, i.e. without knowing identities of the authors of each exam. Questions are evaluated in terms of argument, content, and the utilization of scholarly literature. *Argument* pertains to the organization, relevance, and cogency of the answer. *Content* refers to the demonstrated knowledge of the factual basis of the issues in question, and *utilization of scholarly literature* encompasses familiarity with key writings, grasp of their contents, and the appropriateness of references. Upon approval, the Graduate School is notified that the student has become an "official" candidate for the degree. Successful completion of the Qualifying Examination is a prerequisite for the proposal class (HIED 594). "The student has eight years from the date of candidacy to complete the doctoral degree. If eight years elapse, and the student has not defended a dissertation proposal but intends to petition the faculty to continue in the program, he or she must retake the qualifying exam in order for the petition to be considered."

Students who fail the exam will be required to take it again the next semester it is offered. Students who are unsuccessful the second time will be required to leave the program, unless they petition the committee to take the exam a third time, and the petition is approved by the Higher Education faculty.

Appendix D contains the form, "Request for Qualifying Examination," which is to be completed by the student and filed with the administrative assistant for the Higher Education Program. Students should apply for the Qualifying Examination at least four weeks before the scheduled date for the examination. Students may *not* withdraw from the examination during the examination period. They may withdraw after filing a "Request for Qualifying Examination" form on or before the day prior to the scheduled day of exam by 5 pm. "If the student does not inform the staff assistant of his/her decision to withdraw from the exam and/or begins, but does not complete the examination, this will count as an attempt at taking the qualifying examination and as a failure for that exam administration."

Program Review. The “Program Review” consists of a formal review of the student’s course of study. This review will take place within 12 credit hours after the student first takes the Qualifying Exam. A formal meeting will be held with the Program Review committee, which will consist of two Higher Education faculty members (including the students’ academic or major advisor) and, for Ph.D. students only, a faculty member from the cognate area. These members may be different than the eventual dissertation committee members, but continuity is recommended in most cases.

The advisor will work with the student to identify potential members of the Program Review Committee. In cases where a Ph.D. student is not yet able to identify a committee member from the cognate area, the student and advisor may ask the relevant department to provide a recommendation on the skills/courses the student will need for the cognate. The student is responsible for asking faculty to serve as members of his/her Program Review Committee. Prior to the Program Review, the candidate meets with his or her advisor to develop a Proposed Plan of Study and statement of research and career plans (see Appendices K and L). The Program Review Committee evaluates the content of the proposed course of study and potential areas of research interest. The Program Review will be viewed as a “contract” with the student and is ratified by the faculty. It may be modified later with the approval of the Review committee.

Appendix I contains the “Request for a Program Review” form and Appendix J contains the “Program Review Approval” (for both the D.Ed. and Ph.D.). Appendix K contains the form “Proposed/Approved Plan of Study for the D.E.d.” Appendix L contains the form “Proposed/Approved Plan of Study for the Ph.D.”

At least two weeks before the Program Review is scheduled to take place, the student must submit the following items to the members of the Program Review Committee: Request for a Program Review form, a statement describing the dissertation topic and career plans, and the D.Ed. or Ph.D. degree program Proposed Plan of Study. After the Program Review, the student must submit an “Approved Plan of Study” signed by the Program Review Committee (including the major area advisor and the discipline field [minor or cognate area] advisor), to the Program Office to be included in the student’s official file. Candidates who plan to declare an official minor as opposed to a cognate or general studies grouping of classes, must also include a memo signed by the chair of the minor area that lists the courses to be taken. At the next scheduled faculty meeting, the Higher Education faculty will vote on whether or not to approve the student’s courses as submitted.

Dissertation Proposal Preparation. After having completed course work and passing the Written Qualifying Examination, the student begins the formal work on his/her dissertation research. Students will register for dissertation proposal credits (HI ED 594, for Ph.D. candidates: HI ED 600 for D.Ed. candidates) while developing a dissertation proposal. In the third year of full-time study, students are required to take three of these credits in a classroom setting under the direction of a designated Higher Education faculty member. The proposal provides the student and his/her committee an opportunity to think through key questions about the nature, direction, and methods used to address the problem. A proposal contains a concise problem statement, research questions, statement of the importance of the study, a preliminary literature review, and

research methods to be followed in the study. Specific guidelines for proposal content vary according to the type of dissertation being planned. The student and his/her dissertation advisor should work out the details on proposal content. Appendix M contains the “Request for an Oral Comprehensive Examination (Dissertation Proposal Defense)” and Appendix N “Criteria for Evaluating Higher Education Dissertation Proposals.”

Appointment of Doctoral Committee. As part of the process, the student, in consultation with an advisor, must form a doctoral committee to monitor the final phase of the degree program. This committee consists of faculty members who assist in assessing the student’s progress, guide the construction of a dissertation proposal, and, later, provide input during the execution of the research. The committee consists of a minimum of four members of the graduate faculty and at least two committee members must be members of the Higher Education faculty. The committee chair must be a tenure-line Higher Education faculty member. The other Higher Education faculty member(s) may hold tenure-line, fixed-term 1, or affiliate positions. At least one committee member must be a faculty member from the student’s minor or cognate field. Appendix I contains the form, “Graduate Student Committee Policies & Procedures.”

Dissertation Proposal Defense (Oral Comprehensive Exam). Before the actual thesis research begins, the student’s doctoral committee must approve the proposal. During the Oral Comprehensive Examination, the student orally defends his/her written research proposal. The Comprehensive Exam allows the doctoral committee the opportunity to assess the quality of the student’s acquired research skills and knowledge of the identified problem within the field. With the consent of the advisor, the student contacts his/her committee members to schedule a meeting to review the proposal. At least 3 weeks prior to the defense date, the student notifies the Program secretary of the date using Appendix M, “Request for Comprehensive Oral Exam.” Copies of the proposal should be provided to the committee members at least two weeks before the meeting. Although some faculty prefer the short form of the proposal (30-40 pages), his/her dissertation advisor should guide the student on the organization and length of the proposal. Students should follow the Graduate School’s technical requirements for preparing the thesis available on line at <http://www.gradsch.psu.edu/enroll/guide.html>. **The student MUST be registered as a full-time or part-time student for the semester in which the comprehensive examination is taken.**

Dissertation Production. While the student does this work, he or she will work closely with the committee chair or the thesis advisor and the committee to progress through the various steps of the dissertation.

Final Oral Examination. The Final Oral Examination (thesis defense) provides the student’s committee with an opportunity to challenge any and all aspects of the finished dissertation. The student should proceed to schedule the Final Oral Examination only after his/her dissertation advisor has determined that the final thesis is legitimately defensible. Again, the student is responsible for scheduling the meeting and notifying the HEP administrative assistant, allowing a minimum of 3 weeks for papers (see Appendix P, Request for Final Oral Defense of Dissertation” form) to be processed through the Graduate School. A copy of the complete dissertation should be provided to committee members no less than two weeks in advance of the meeting.

Graduation. The final milestone in a doctoral program is, of course, GRADUATION! It is the student's responsibility to meet all Graduate School/University deadlines for: (1) activating intent to graduate; (2) paying a thesis fee; (3) scheduling the Final Oral Examination; (4) submitting an acceptable copy of the doctoral thesis to the Thesis Office; and (5) filing a petition to graduate in absentia if he/she does not plan to attend commencement. Students should contact the Thesis Office at (814-865-5448, 115 Kern) the semester prior to the one in which they intend to hold their Final Oral Examination to obtain current deadline dates. The Graduate Calendar is also available on line at <http://www.gradsch.psu.edu/enroll/gradcal.html>.

Requirements Specific to the D.Ed. Degree

A. Credits and Content Areas

1. A minimum of 60 credits beyond the master's degree (90 graduate credits beyond the baccalaureate degree).
2. Course Work. The course of study allows for flexibility but defines competencies, which students must possess. These are listed below:

- a. Core

The core courses in Higher Education consist of 15 credits and include:

- (1) History of American Higher Education;
- (2) Higher Education Students;
- (3) Administration in Higher Education;
- (4) Organizational Theory in Higher Education; and
- (5) Curricula in Higher Education.

- b. Advanced Study

Advanced study in specialized Higher Education courses consists of 12 credits.

- c. Research Skills

A minimum of 12 credits in research skills are required consisting of:

- (1) basic statistics through multivariate analysis;
- (2) basic qualitative methods (HI ED 586 or similar course); and
- (3) HI ED 585, Research Design.

- d. Internship (optional based on previous work experience). See Appendix J (“Proposal for Internship/Independent Study”)

Nine credits in internship or practice-based courses (i.e., budgeting, finance, management information systems)

- e. Minor

The minor area may consist either of credits in a corresponding minor department (specific requirements set by that department), or 15 credits in a grouping of related classes approved by the HEP. Student should discuss acceptable minor areas with their advisor.

- f. Proposal Course

A minimum of 3 credits and a maximum of 9 credits of HI ED 600 serves as a capstone course to complete the Comprehensive Examination requirements. This course will be waived if a full-time student has defended a dissertation proposal before the third year. If a student fails to complete this course and the proposal is not defended by the time it recommences during the spring semester of subsequent years, the student will be required to re-enroll. “Fifteen credits of thesis research are required (HI ED 600/610)” **Note: This includes the proposal course.**

- g. Benchmarks

Five benchmarks must be successfully completed; these include the First-Year Review, the Qualifying Exam (Candidacy Exam), the Program Review, the Dissertation Proposal Defense (Oral Comprehensive Exam), and the Final Oral Comprehensive Exam (dissertation defense).

- h. Dissertation

Fifteen credits of thesis research are required (HI ED 600/610).

B. **Residence Requirement**

1. Full-Time Status

A minimum of six semesters of full-time graduate study and research (15 credits per semester) or the equivalent in credits (90 credits), of which at least 30 credits must be earned in residence on the University Park campus. The D.Ed. candidate may meet the requirements by attending summer sessions. (Note: Full-time graduate study varies for graduate assistants and for University employees, the amount of full-time study being defined according to the amount of time required for the assistantship or position. See the **Graduate Bulletin** for this definition.)

2. Statute of Limitations

The student is required to complete the program, including acceptance of the doctoral thesis, within eight years from the date of successful completion of the candidacy exam (i.e., successfully completing the Qualifying Exam).

C. **Grade-Point Average**

A minimum grade-point average of 3.00 for courses taken at Penn State.

D. **Experience Requirement—Internship**

The D.Ed. degree program includes an experiential component. If the candidate has not had previous experience in a postsecondary education institution or agency prior to admission, he/she will be required to schedule an internship/assistantship in a postsecondary education institution, agency, or other approved organization prior to graduation. (See Appendix J, “Proposal for Internship/Independent Study.”)

E. **Doctoral Research**

1. The preparation of a doctoral research proposal.
2. The official acceptance by the candidate’s doctoral committee of a research proposal in a scheduled Oral Comprehensive Examination attended by the candidate and all members of his/her doctoral committee.
3. The completion of the doctoral research as approved by the candidate’s committee, especially the thesis advisor.
4. The acceptance of the final draft of the candidate’s thesis by each member of the candidate’s doctoral committee and satisfactory defense of the thesis at a Final Oral Examination. The form and content of the final draft of the thesis for the Final Oral Examination should meet the expectations of and be approved by the dissertation advisor prior to submission to the doctoral committee.
5. Evidence of a high degree of scholarship; competence in scholarly exposition; and the ability to select, organize, and apply knowledge must be demonstrated in an acceptable D.Ed. thesis. In the thesis and its defense at the Final Oral Examination, the candidate must demonstrate a capacity for independent thought, as well as an ability to apply educational principles or to develop new generalizations acquired under scientific controls. The thesis may be based upon a product or project of a professional nature, provided scholarly research is involved. For example, it may be based upon the solution of a professional problem concerned with the development of a curriculum in a postsecondary education institution, or of an administrative or organizational problem in a college or university; or it could be a product of creative effort related to some post-secondary education phenomenon. However, in order to be acceptable as a thesis, the professional project must be accompanied by a written discourse demonstrating the purpose and nature of the investigation and the rationale, design, and methodology

of the research based on appropriate theories, experiments, and other rational processes as were used in effecting the final result (see the **Graduate Bulletin**).

Requirements Specific to the Ph.D. Degree

A. Credits and Content Areas

1. Students typically take an average of 60 credits beyond the master's degree to complete Higher Education Program requirements.
2. Also students planning to use qualitative methods re dissertation – advanced qualitative course strongly suggested.
3. Course Work. The program allows for flexibility but requires competencies which students must attain. There are several basic elements to the program requirements:

a. Core

The core courses in Higher Education consist of 15 credits and include:

- (1) History of American Higher Education;
- (2) Higher Education Students;
- (3) Administration in Higher Education;
- (4) Organizational Theory in Higher Education; and
- (5) Curricula in Higher Education.

b. Advanced Study

Advanced study in specialized Higher Education courses consists of 12 credits.

c. Research Skills

A minimum of 12 credits in research skills are required, consisting of:

- (1) basic statistics through multivariate analysis. Many HEP students have found a sequence in the Educational Psychology program useful, while others take the sequences offered in Sociology, Statistics, or in Political Science. Consult with your advisor for a list of appropriate classes.
- (2) basic qualitative methods (e.g. HIED 586 or similar course); and
- (3) HI ED 585, Research Design.

d. Advanced Research-based classes

A minimum of 9 credits in research courses beyond the minimal skills.

e. Cognate or Minor

Because the field of education takes its research methods and theoretical orientations from a variety of disciplines, it is important for Ph.D. students to gain a solid grounding in the discipline from which their research tools and theory have emerged. For this reason, Ph.D. students are required to choose a complementary focus. This may be in the form of a “minor,” with the specific requirements set by the corresponding department or program. The focus could also be developed through a “cognate,” the requirements for which are set by the HEP faculty themselves. A cognate area consists of at least 15 credits, usually in a conventional discipline, providing theoretical grounding appropriate to the student’s future dissertation research. Although most students pursue a cognate in a single discipline (similar to a minor), some students, with approval of the higher education program, have pursued an interdisciplinary cognate. Typically, the courses in an interdisciplinary cognate are drawn from the same disciplinary areas.

The choice of the minor or the cognate is left to students and their advisors, but the higher education faculty as a whole must approve each student’s entire plan of study during their formal program review. Minor requirements are described in the documentation for each Penn State graduate program. Below is a listing of most of the cognate areas that have been approved in the past. Please note that, in choosing a cognate, it is necessary to invite a faculty member from that area to serve on the program review committee in order to help plan the course of study. Note, too, that university regulations require there to be at least one “outside” member of a dissertation committee (who is usually, but not necessarily, the cognate field member on the program committee). “Outside” members are those Penn State faculty members with appointments in a department other than the Department of Education Policy Studies.

Anthropology	Human Development & Family Studies
Business Administration*	Industrial Relations & Human Resources
Computer Science & Engineering	Mass Communications
Comparative and International Education**	Operations Research

Crime, Law, and Justice	Philosophy
Demography	Political Science
Economics	Psychology
Educational Psychology	Public Administration (offered at Harrisburg)
Educational Theory and Policy**	Sociology
History	Statistics

*Cognate fields in some areas of Business Administration may be difficult to arrange because of the cohort nature of the MBA Program.

**Anyone electing a cognate in Comparative/International Education should take the required courses outside of the HIED program. They, like those selecting Educational Theory and Policy must also have an additional EXTERNAL MEMBER on the doctoral committee who is not a member of the Department of Education Policy.

f. Proposal course

A minimum of 3 credits and a maximum of 9 credits of HI ED 594 serves as a capstone course to complete the Comprehensive Examination requirements. During the third year of full-time study, the student will take a formal proposal course with a designated Higher Education faculty member while continuing to work with the dissertation advisor. This course will be waived if a full-time student has defended a dissertation proposal before the third year.

g. Benchmarks

Five benchmarks must be successfully completed. These include the First-Year Review, the Qualifying Exam (Candidacy Exam), the Program Review, the Dissertation Proposal Defense (Oral Comprehensive Exam), and the Final Oral Comprehensive Exam (dissertation defense).

h. Dissertation

The semester following the proposal defense, Ph.D. candidates are able to register for 0 credits of HI ED 601/611. HI ED 601/611 are used to maintain continuous enrollment while the student works on the dissertation. Ph.D. candidates are required to maintain continuous enrollment through the regular academic year (excluding summer) until all requirements for the degree have been fulfilled.

B. **Residence Requirements**

1. During the interval between admission to the program and completion of the Ph.D. program and over some 12-month period, a Ph.D. candidate must spend at least two consecutive semesters (not including summer session) as a registered, full-time student engaged in academic work at the University Park Campus. Full-time University employees must be certified by the department as devoting half time (6 credits) to graduate studies and/or thesis research to meet the full-time status requirement. Graduate assistants are classified as full-time, according to the amount of time required of them in their assistantship classification (see the **Graduate Bulletin**).

2. Continuous Registration

The **Graduate Bulletin** states: “After a Ph.D. candidate has passed the comprehensive examination and met the two-semester full-time residence requirement, the student must register continuously for each fall and spring semester (beginning with the first semester after both of the above requirements have been met) until the Ph.D. thesis is accepted by the doctoral committee. (Note that students who are in residence during summers must also register for summer sessions.)”

“Post-comprehensive Ph.D. students can maintain registration by registering for credits in the usual way, or by registering for noncredit 601 or 611, depending upon whether they are devoting full time or part time to thesis preparation.”

3. Statute of Limitations

The student is required to complete the program, including acceptance of the doctoral thesis, within eight years from the date of successful completion of the candidacy exam (i.e., successfully completing the Qualifying Exam).

C. **Grade-Point Average**

A minimum grade-point average of 3.00 for course work taken at Penn State.

D. **Experience Requirement—Internship** (Appendix J, “Proposal for Internship/Independent Study

No internship is required of Ph.D. degree students but, if the candidate has no previous experience in the area of his/her special program emphasis, it is strongly recommended that at least one field experience, research or administrative assistantship, or internship be included as an important feature of the candidate’s program.

E. **Doctoral Research**

1. The preparation of a doctoral research proposal that includes the application of social science theory (or the theory, concepts, methodologies, and technologies of another discipline or field of study) to the study of selected postsecondary education phenomena.
2. The official acceptance by the candidate's doctoral committee of a research proposal in a scheduled meeting attended by the candidate and all members of his/her doctoral committee at the Oral Comprehensive Examination.
3. The completion of the doctoral research as approved by the candidate's committee, especially the thesis advisor and the advisor representing the minor/cognate field of study.
4. The acceptance of the "final draft" of the candidate's thesis by each member of the candidate's doctoral committee. The form and content of the "final draft" of the thesis for the Final Oral Examination should meet the expectations of and be approved by the dissertation advisor prior to submission to the doctoral committee for the Final Oral Examination.
5. An acceptable Ph.D. thesis must give evidence of the application of the theories, concepts, methodologies, and technologies of the minor/cognate discipline or field of study to the analysis and interpretation of appropriate selected postsecondary education phenomena. It must demonstrate the candidate's ability to do independent research and his/her competence in scholarly exposition. It should represent a significant contribution to knowledge regarding post-secondary education. The thesis must be presented and defended adequately at the Final Oral Examination in a scholarly manner. The findings of the research effort should be summarized in terms of the major hypotheses or propositions; the conclusions should be related, not only to the study and practice of post-secondary education, but also to the theoretical and conceptual basis of the thesis.

Comparison of the Higher Education Doctoral Degrees

THE PH.D. DEGREE

THE D.ED. DEGREE*

Graduate School Requirements:

Residency: Two consecutive semesters of enrollment as a full time student, i.e.: Fall/Spring, Spring/Fall.

Minor: 15 credits in selected program/department if a *cognate* is not chosen (see below). Minor requirements are set by cooperating programs

Total credits required by the Grad School: 0

Graduate School Requirements:

Residency: 30 credits taken at the University Park campus. No full-time or consecutive semester requirements.

Minor: 15 credits of grouping of related courses. Minor requirements are set by cooperating programs

Total credits required by the Grad School: 60 credits above the master's degree or 90 total credits

Higher Education Requirements:

Core Area: 15 Credits

History

Curriculum

Students

Administration in Higher Education

Organization Theory

Advanced Study: Area of Specialization: 12 credits in additional HI ED coursework.

Research Skills: Minimum of 12 credits:

Statistics through Multivariate Analysis

Qualitative Methods

Research Design

Advanced Research Skills: Minimum of 9 credits beyond basic skills, probably in research skills of the cognate area.

Electives: 12 credits (optional) of work to enhance knowledge base where necessary.

Cognate (if Minor is not chosen):

Minimum of 15 credits. When combined with the advanced research skills, credits could be applied toward master along the way if a student lacks that degree. (See list of acceptable cognate areas under Specific Requirements for the Ph.D., p. 17.)

Higher Education Requirements:

Core Area: 15 Credits

History

Curriculum

Students

Administration in Higher Education

Organization Theory

Advanced Study: Area of Specialization: 12 credits in additional HI ED coursework.

Research Skills: Minimum of 12 credits:

Statistics through Multivariate Analysis

Qualitative Methods

Research Design

Advanced Research Skills: None required

Internship: 9 credits (optional based on previous experience) internship or practice based courses.

General Studies Grouping of Related Courses: 15 credits (if Minor is not chosen)

Proposal Course (HIED 594): 3 credits minimum must be taken in formal class; 9 credits maximum, for completion of the proposal. Used to complete the Comprehensive Examination process (dissertation proposal defense).

Dissertation: Enroll in HIED 601 or 611. These are noncredit courses used to maintain continuous enrollment, a requirement of the Ph.D., until the degree is completed.

Total credits (not counting dissertation):

Core	15
Specialization	12
Basic Research	12
Advanced Research	9
Minor or Cognate	15
<u>Proposal</u>	<u>3</u>
Total	66

Dissertation credits are not accumulated in the Ph.D; student registers for 0 credits of HI ED 601 or 611

**Optional Electives 12

Total 78

Proposal Course (HIED 600): 3 credits minimum must be taken in formal class; 9 credits maximum, for completion of the proposal. Used to complete the Comprehensive Examination process (dissertation proposal defense).

Dissertation: 15 credits of HIED 600 or 610

NOTE: Proposal preparation is counted into dissertation credits.

Total Credits (not counting dissertation):

Core	15
Specialization	12
Basic Research	12
Minor or grouping	15
<u>Proposal</u>	<u>3</u>
Total	57

Dissertation Credits 15

**Internship 9

Total 81

*D.Ed. candidates are required by the Graduate School to take 90 credits toward a doctorate. Students possessing a master's degree will be granted advanced standing (usually 30 credits) toward the 90 total credits required.

**Optional based on the student's previous experience.

The Minor in Higher Education

Many careers in postsecondary education demand professional skills that are coupled with a knowledge and understanding of the higher education institution. Persons with such career plans may wish to pursue a minor degree program in Higher Education or take several of its courses as part of their graduate study. The Higher Education faculty are pleased to cooperate in providing such programs, which are administered through the student's major departments as a minor in a M.Ed. or D.Ed. degree program or as elective courses and seminars in a Ph.D. program.

The minor in higher education requires 15 or more credits of Higher Education (HI ED) or College Student Affairs (CSA) courses, distributed as follows:

- HI ED 545: Introduction to Higher Education in the United States (or an equivalent course or work experience); and

- Two courses from the Higher Education core* selected in consultation with an academic advisor from the Higher Education faculty and based on the student's interest areas; and
- Two or more courses from the Higher Education or College Student Affairs program, selected in consultation with an academic advisor from the Higher Education faculty.

*Higher Education core courses are Administration in Higher Education, History of Higher Education, Curricula in Higher Education, Organizational Theory, and Students in Higher Education.

OTHER PROGRAMS ASSOCIATED WITH HIGHER EDUCATION

Three additional programs are associated with the Higher Education Program. Refer to the websites provided for more information on these programs.

1. The [College Student Affairs program](#)
2. The Program in [Comparative and International Education](#).
3. The [Joint Law \(J.D.\) and Higher Education](#) (Ph.D., D.Ed., M.Ed.) Program
4. The [Certificate Program for Institutional Research](#)

HIGHER EDUCATION STUDENT ASSOCIATION

HESA and its Membership

The Higher Education Student Association (HESA), founded in 1968, is the primary organization that coordinates out-of-class social and academic events throughout the year for students in the Higher Education Program. HESA's membership includes current Higher Education students, graduate students in other programs who have a strong interest in higher education, alumni of the Higher Education Program, and Program faculty. HESA's purpose is to integrate students into both the Higher Education Program and the larger scholarly and professional field of higher education. HESA fulfills this purpose through collaboration with Program faculty and alumni, faculty and administrators on campus and at other postsecondary institutions, and other higher education related organizations.

HESA Activities

HESA seeks to improve the academic and professional development of its member, to complement their academic programs; to facilitate discussion of current issues, research, and experimentation in higher education; and to promote collegiality. To these ends, HESA host a variety of social, academic, and professional activities throughout the year.

Social activities range from informal monthly gatherings to the more formal annual Holiday Party in December and the annual Spring Picnic. Academic activities include coordinating the orientation for new students and providing guidance through mentoring. Professional development activities include brown bag luncheons featuring higher education administrators, scholars, and scholar-practitioners who speak on a broad spectrum of higher education topics. Workshops are also offered where both students and faculty collaborate to better understand professional issues related to writing, associations, and careers.

A centerpiece professional development endeavor of HESA is *Higher Education in Review (HER)*, an independent, referred journal published by graduate students of the Higher Education Program. *HER's* mission is to make a substantive contribution to the higher education literature reviews in areas related to the university, the four-year college, and the community college. *HER* also aims to offer graduate students first-hand experience with the publishing process.

How Do New Students Become Involved?

HESA welcomes new members year round. The online membership form is available at <http://snurl.com/hesaform>. Membership in HESA brings an array of professional and personal benefits, and HESA thrives on members' active participation. Joining HESA means that you support its activities. Your participation level throughout the year may vary depending on your interests and availability. You may hold an officer position, attend faculty meetings as a HESA representative, help plan an event, or simply attend an event. Through your participation, the Higher Education Program moves closer toward realizing its potential as a lively community of scholars and practitioners that ultimately contributes to and prepares students for work in the dynamic world of post-secondary education.

FACULTY IN THE HIGHER EDUCATION PROGRAM AND CENTER FOR THE STUDY OF HIGHER EDUCATION

CHESLOCK, John J. (Ph.D. Cornell University): Associate Professor and Senior Research Associate. Dr. Cheslock's research and teaching focuses on the economics of higher education with a special interest in enrollment management, faculty labor markets, intercollegiate athletics, and the use of quantitative methods within educational research. His current research projects examine the changing structure of institutional financial aid, the growing stratification in faculty salaries, the impact of Title IX on intercollegiate athletics, and the use of multilevel models in educational research. Prior to joining the Higher Education program, Dr. Cheslock served on the faculty of the University of Arizona for eight years.

DOORIS, Michael J. (Ph.D., Penn State): Affiliate Associate Professor and Director, Planning Research and Assessment Dr. Dooris is Director of Planning Research and Assessment at Penn State, where he has worked in several positions since 1981, including the university budget office and academic affairs. Earlier professional experience includes statistician at the U.S. Census Bureau, and management consultant at Arthur Andersen & Co. Administratively, he provides research support to the Office of the Provost for university-level planning, assessment, and continuous quality improvement. His publications have received awards from the Society for College and University Planning and the journal *Planning for Higher Education*. He was a CIC (Big Ten plus the University of Chicago) Academic Leadership Fellow in 1997-98. His higher education teaching interests include institutional research, organization theory, and planning.

EVENSEN, Dorothy (Ph.D., New York University): Professor and Senior Scientist; Professor-In-Charge, Graduate Programs in Higher Education. Professor Evensen's research focuses on teaching and learning in professional contexts such as law, medicine, and teaching. Research projects, most funded by the Law School Admission Council, include a comprehensive investigation of study groups in law schools, the development of assessments for legal case reading, and evaluations of legal pipeline programs. She has co-edited two educational texts, *Reconsidering the Role of the Reading Clinic in a New Age of Literacy* (1999, with Peter Mosenthal) and *Problem-Based Learning: A Research Perspective on Learning Interactions* (2000, with Cindy Hmelo-Silver). Professor Evensen teaches courses in qualitative research, college teaching, legal issues, and proposal writing. Dr. Evensen received her Ph.D. in Applied Psychology from New York University in 1991 and was awarded a Spencer postdoctoral fellow in 1994-95 and the Outstanding Research Publication Award – AERA, Division I, in 2001.

GEIGER, Roger L. (Ph.D., University of Michigan): Distinguished Professor and Senior Scientist. Dr. Geiger's study, *Knowledge and Money: Research Universities and the Paradox of the Marketplace* was recently published by Stanford University Press (May, 2004). His volumes on American research universities in the 20th century, *To Advance Knowledge* and *Research and Relevant Knowledge* have been published in new editions by Transaction Publishers in 2004. In 2000 he published *The American College in the Nineteenth Century*. Since 1993 he has been Editor of *The History of Higher Education Annual*, and since 2003 Senior Associate Editor of *The American Journal of Education*. Recent and forthcoming articles include: "Market Coordination in American Higher Education" (in *Markets in Higher Education—Mature Economies*); "Beyond Technology Transfer: New State Policies to Harness University Research for Economic Development" (*Minerva*); "The Commercialization of the University" (*American Journal of Education*); "The Competition for High Ability Students" (*The Future of the City of Intellect*).

GRIFFIN, Kimberly A. (PhD, University of California, Los Angeles): Assistant Professor and Research Associate. Dr. Griffin's research interests are primarily focused in two areas: the access, experiences, and outcomes of underrepresented communities in higher education; and the influence of relationships on outcomes at critical time-points. These interests have led her to conduct work on a variety of topics, including the mentoring relationships Black professors form, the experiences and motivation patterns of high achieving African Americans students, and the influence of campus racial climate and interactions with diverse peers. Dr. Griffin's diverse interests and background have provided the opportunity to become skilled in advanced quantitative and qualitative methods, as well as the integration of these strategies in mixed methods research. Prior to completing her doctoral work at UCLA, Dr. Griffin worked in higher education administration, primarily focusing in the areas of diversity recruitment, admissions, and retention.

HELLER, Donald E. (Ed.D. Harvard University): Professor and Director, Center for the Study of Higher Education. Dr. Heller teaches and conducts research on issues relating to higher education economics, public policy, and finance as well as academic and administrative uses of technology in higher education. The primary focus of his work is on issues of access and choice in postsecondary education, examining the factors and policies that help

to determine whether or not individuals attend college and the type of higher education institution they attend. He is the editor of *Condition of Access: Higher Education for Lower Income Students* (ACE/Praeger, 2002) and *The States and Public Higher Education Policy: Affordability, Access, and Accountability* (Johns Hopkins University Press, 2001). Before joining CSHE, he was a faculty member in the School of Education at the University of Michigan. Before his academic career, he spent a decade as an information technology manager at the Massachusetts Institute of Technology.

HENDRICKSON, Robert M. (Ed.D., Indiana University): Professor and Senior Scientist; Dr. Hendrickson served in administrative capacities at several universities in addition to being a member of the faculty at the University of Virginia prior to coming to Penn State. He has taught and published widely in the areas of organizational theory, administration, and legal issues of higher education. In addition, Dr. Hendrickson has taught current issues in higher education and dissertation proposal development.

LINDSAY, Beverly (Ph.D. American University): Professor and Senior Scientist. Dr. Lindsay has been a Senior Fulbright Specialist in South Korea and Zimbabwe, where she engaged in peace and conflict resolution, initiated executive and faculty leadership development models, and fostered strategic planning and program evaluation processes—all areas of continuing executive and policy research interests. She is a former dean at Hampton University and Penn State University for international education and policy studies. Her books include *The Quest for Equity in Higher Education* (with Manuel J. Justiz) and *The Political Dimension in Teacher Education* (with Mark Ginsburg). Current teaching includes: Administration in Higher Education, Sociology of Higher Education, International Policy Analysis, and Comparative and International and Education.

LATTUCA, Lisa R. (Ph.D. University of Michigan): Associate Professor and Senior Scientist. Dr. Lattuca's research and teaching focuses on learning in higher education settings. Her publications address issues related to postsecondary curricula and teaching; learning by students and faculty; disciplinary influences on college curricula; interdisciplinary research, teaching, and collaboration; and qualitative research methods. Prior to joining the Higher Education Program and CSHE, Dr. Lattuca served in a variety of teaching and administrative roles. She was assistant professor of higher education at Loyola University in Chicago from 1998-2001. She has also served as an associate program officer for the Spencer Foundation and in a variety of administrative positions in college advancement and enrollment management. She has taught courses in curriculum, qualitative research methods, women in higher education, student development theory, and evaluation and assessment.

POST, David (Ph.D., University of Chicago): Professor and Senior Scientist. Dr. Post studies state/society relations as they are manifest in the higher education systems of Latin America and East Asia. Most recently a Fulbright New Century Scholar in Hong Kong, Dr. Post is studying the changing patterns of social mobility and stratification over Hong Kong's 30-year transformation of higher education. Post edits the journal, *Comparative Education Review*. Prior to coming to Penn State, he was the University of California—Riverside. In addition, he's had research appointments in Mexico, Peru, and Hong Kong.

REASON, Robert (Ph.D., Iowa State University): Associate Professor and Senior Scientist. Professor-In-Charge, Graduate Program in College Student Affairs. Dr. Reason teaches and researches student outcomes and development in the college context. His interests include the influence of college on the development of social justice attitudes in students, campus climate issues, and the first-year experience. He has also studied and written on topics of salary and representational equity in the Senior Student Affairs Officer position. Dr. Reason teaches courses related to student development in college, research and assessment in student affairs, and students in American higher education. Prior to returning to his doctoral studies, Dr. Reason gained 7 years of student affairs practitioner experience, primarily in residence life.

TERENZINI, Patrick (Ph.D., Syracuse University): Distinguished Professor and Senior Scientist. Dr. Terenzini has over 30 years of experience as an administrator and faculty member in higher education. His research interests include the effects of college on students, assessment, and institutional research and planning. He has served as editor-in-chief of *New Directions for Institutional Research* and as associate editor of *Higher Education: Handbook of Theory and Research*. He has also been an editorial board member for *The Review of Higher Education* and *Research in Higher Education*. Terenzini has received the research awards of the Association for the Study of Higher Education, the Association for Institutional Research, the American College Personnel Association, the National Association of Student Personnel Administrators, and the American Society for Engineering Education. He is also a past president of the Association for the Study of Higher Education.

TOOMBS, William (Ph.D., University of Michigan): Professor Emeritus and Senior Research Associate. Dr. Toombs' current research topics include curriculum planning and change, professional development in the academy and among other practitioners, and administrative organization. These interests have been shared with academics in other countries including Britain, Australia, Venezuela, and Brazil. Previous experience as a teacher of undergraduates, a university administrator, and a past Director of the Center is reflected in his analytical perspectives on higher education.

UPCRAFT, M. Lee (Ph.D., Michigan State University): Affiliate Professor Emeritus and Research Associate; Assistant Vice President Emeritus for Student Affairs. Dr. Upcraft has over 35 years of experience as a student affairs administrator and faculty member in higher education, and is the author/editor of over 100 publications. His research interests include student retention, the first year experience, virtual education, and assessment. He has served as the Associate Editor of *New Directions for Student Services* and is a Senior Scholar *Diplomate* of the American College Personnel Association. He has received awards as an outstanding scholar and practitioner from the National Association of Student Personnel Administrators and the National Orientation Directors Association. He has also served as a consultant to over 50 institutions and state/federal agencies.

VOLKWEIN, J. Fredericks (Ph.D., Cornell University): Director of the Institutional Research Program and Professor Emeritus. Dr. Volkwein has a forty-year career as a researcher, administrator, and faculty member. With interests in policy analysis and organizational effectiveness, he is especially well known for his studies and workshops on accreditation, assessing student learning outcomes, alumni studies, strategic planning and enrollment management, state regulation, and institutional research. He has produced more than 100 journal articles, research reports, conference papers, and book chapters. For 11 years, he served as Editor-in-chief for the Jossey Bass series, *New Directions for Institutional Research*, continues as its Associate Editor, and is a consulting editor for three other higher education journals. A winner of the AIR Suslow Award for Distinguished Scholarship, and the AIR Outstanding Service Award, he also served as President of the North East Association for Institutional Research and received its Distinguished Service Award. Dr. Volkwein chaired the Middle States committee that produced the monograph “Framework for Outcomes Assessment” and is a frequent consultant in the areas of assessment, accreditation, and planning.

COURSE OFFERINGS IN HIGHER EDUCATION (HI ED)

503. ETHNICITY, NATIONAL IDENTITY, AND EDUCATION (3 credits)
Surveys group-oriented education policies internationally, especially comparing those of Britain, Taiwan, India.
545. HIGHER EDUCATION IN THE UNITED STATES (3 credits)
A basis for all courses in higher education. Current issues are analyzed and trends of the future anticipated.
546. COLLEGE TEACHING (3 credits)
Principles involved in teaching at the college level; effective use of teaching aids; criteria used in evaluation.
548. CURRICULA IN HIGHER EDUCATION (3 credits)
Types of undergraduate curricula and their supporting philosophies; approaches to curriculum planning and assessment; patterns of interdisciplinary studies; sources of curricular reforms, representative case studies.
549. COMMUNITY COLLEGES (3 credits)
Distinctive contributions to meeting the need for post-secondary education; development, functions, curriculum and instruction, government, administration and finance.
552. ADMINISTRATION IN HIGHER EDUCATION (3 credits)
Philosophy of administration; principles of management and their application in colleges and universities; case studies of administrative problems. Prerequisite: Courses or experience in higher education.

553. **EDUCATIONAL MOBILITY IN COMPARATIVE PERSPECTIVE (3 credits)**
Role of education in social mobility, using quantitative, qualitative, and historical methods; focuses comparatively on Britain, East Asia, and South America.
554. **THE HISTORY OF AMERICAN HIGHER EDUCATION (3 credits)**
Examination of the development of higher education in the United States against the background of influential social, political, economic, and intellectual forces; major trends and issues.
556. **HIGHER EDUCATION STUDENTS (3 credits)**
Guided inquiries into the life and work of college students. Previous graduate-level study of adolescence and young adulthood is highly desirable (e.g., IFS 435 and PSY 426).
557. **SOCIOLOGY OF HIGHER EDUCATION (3 credits)**
Reviews theory and current sociology research on student access, achievement, and governance in postsecondary education, with applications to policy analysis.
560. **LEGAL ISSUES IN HIGHER EDUCATION (3 credits)**
A process for analyzing case law on issues of access, student rights, employment, collective bargaining, church/state, private sector, and liability.
562. **ORGANIZATIONAL THEORY & HIGHER EDUCATION (3 credits)**
Application of social science theory and research to post-secondary education organizations and administration; use of research in administrative practice.
571. **COMPARATIVE HIGHER EDUCATION (3 credits)**
Comparative methods of studying structural variations in systems of higher education in principal industrialized nations and other selected countries.
585. **RESEARCH DESIGN: IMPLICATIONS FOR DECISIONS AND POLICY IN HIGHER EDUCATION (3 credits)**
A capstone course on research design and analytical approaches in decision-making in higher education from several policy perspectives for dissertation proposal preparation. Prerequisite: ED PSY 400 and 406; or Ag 400 and R SOC 573.
586. **QUALITATIVE METHODS IN EDUCATIONAL RESEARCH (3 credits)**
Exploration of the theoretical framework under-girding qualitative research and its attendant practices and techniques. Prerequisite: completion for core courses in higher education.
587. **EDUCATION POLICY AND POLITICS (3 credits)**
The political economy and bureaucratic politics of educational organizations, with special attention to the policy making, implementation, and evaluation processes.

594. RESEARCH TOPICS (1-9 credits)
Dissertation proposal preparation. Application of research methods to problems of organization, management, and policy in higher education. All doctoral students are required to take a minimum of 3 credits of HI ED 594 in a formal class setting with a designated HI ED faculty member.
595. INTERNSHIP IN HIGHER EDUCATION (1-9 credits)
Supervised experience in administrative offices, in research, on instructional teams, and in college teaching.
- 596 INDIVIDUAL STUDIES (1-9 credits)
597. SPECIAL TOPICS (1-6 credits)
Special topics in higher education that examine in greater depth both current and recurring issues and illustrate different approaches to the investigations of higher education. Each of the seminars and courses in this series is generally offered based on need, and topics may change from time to time. Examples of current seminars are:
Financial Issues/Trends in American Higher Education
Leadership in Higher Education
Minority Issues in Higher Education
Personnel Policies, Programs, and Issues
Public Policy Issues in Higher Education
Advanced Qualitative Research Methods in Higher Education
State Level Policy Development and Planning in Higher Education
The American Research University
Federal Policy and Legislative Process
600. D.Ed. THESIS RESEARCH (on campus) (1-15 credits)
601. Ph.D. DISSERTATION FULL-TIME (0 credits)
610. D.Ed. THESIS RESEARCH OFF-CAMPUS (1-15 credits)
611. Ph.D. DISSERTATION PART-TIME (0 credits)

ONLINE COURSES IN INSTRUCTIONAL RESEARCH (see on-line documentation)

- HI ED 598A: Assessing Student Outcomes and Evaluating Programs (3 credits)
Studies the many threads that add up to educational effectiveness: evaluating academic programs and curricula, assessing student learning outcomes, coping with accountability and performance reporting requirements, responding to the demands of both regional and disciplinary/vocational accreditation bodies. The course will acquaint students with strategies and instruments for conducting outcomes studies of programs, students, and alumni alike. Assessment topics include basic skills, general education, knowledge in the major, personal growth, and alumni outcomes.

- HI ED 598B: Planning and Resource Management (3 credits) Provides students with a working knowledge of strategic planning models and budgeting structures and processes. Planning and budgeting skills are important components in institutional decision support. The course provides students with tools and skills in environmental scanning, revenue forecasting, expenditure controls, and bench marking.
- HI ED 598C: Studying Students and Student Affairs Programs (3 credits) Examines the characteristics of postsecondary education students, both traditional and non-traditional. It draws upon the voluminous research documenting the changes that take place in various populations of students during college. The course equips institutional researchers and student affairs administrators to engage in research on student growth, campus climate, and evaluation of student services.
- HI ED 598D: Designing Institutional Research Studies (3 credits) Teaches alternative research designs and necessary research skills, including sampling and basic measurement, data collection methods, survey research, interviews, focus groups, and selecting appropriate statistical tools. Pre-requisite: Working knowledge of intermediate statistics, including the concepts underlying ordinary least-squares (OLS) multiple regression such as R-square, R-square change, b-weights, and beta weights.
- HI ED 598E: Conducting Enrollment Management Studies (3 credits)
Provides students with a working knowledge of enrollment management processes and skills for the three stages of enrollment management: (1) attracting, admitting, and enrolling students; (2) the new student experience – orientation, advisement, curricular access, student support services, and remedial work where needed; (3) student success -- persistence, academic achievement, graduation, and employment. The course uses logistic regression for predictive modeling of admissions yield, the impact of financial aid on student enrollment behavior, and enrollment forecasting.
- HI ED 598F: Analyzing Faculty Workload, Performance, and Compensation (3 credits)
Provides researchers with the skills and the analytical issues associated with analyzing faculty workload and performance in teaching, scholarship, and outreach. Topics include an overview of needed local and existing national databases, measuring faculty workload, evaluating faculty research productivity, using student ratings of instruction, providing support for academic program reviews, conducting salary studies, addressing issues of equity/diversity, and assessing faculty satisfaction, turnover, and flow.
- HI ED 598I - Institutional Research Foundations and Fundamentals (3 credits). An overview of the theory and practice of institutional research including the methodologies, research practices, and information systems that support campus decision making; the diversity of the institutional research profession, office organization and staffing, and organizational functions and activities;. Topics include using national and local databases, effective reporting, Planning and Budgeting, Enrollment Management and forecasting, Faculty Studies and Instructional Analysis, Institutional Effectiveness and accreditation, Program Evaluation and Student Outcomes Assessment.

APPENDIX A

M.ED. APPROVED PROGRAM

HIGHER EDUCATION PROGRAM

M.Ed. Approved Program

Name _____ Student Number _____

Advisor _____

Major Interest in HI ED _____

Minor Field _____

Title of Paper _____

The following program was discussed and agreed to by both advisor and student.

_____ Student Signature & Date _____ Advisor Signature & Date

Course	Credits	Grade	Semester Taken
--------	---------	-------	----------------

Higher Education Courses: (15 credits minimum)

HI ED 545, HI ED in the U.S.	3		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Minimum of 3 credits in research methods course work

6 credits in a "Minor Field" or 6 credits in general studies grouping

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Master's Paper

HI ED 596	3		
Proposed paper submission date		_____	
Proposed paper approval date		_____	

Additional Courses

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Credits
(minimum of 30 credits required)

_____ Student Copy _____ Advisor Copy _____ Program File Copy

APPENDIX B

M.ED. DEGREE PROGRAM WORKSHEET

PROGRAM OF STUDIES WORKSHEET--MASTER'S DEGREE

Name _____

Advisor _____

Date Admitted to Program _____

Minimum of 15 credits in Higher Education course work at the 500 level:

Course	# of Credits	Semester to be taken
HI ED 545, HI ED in the U.S.	3	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Minimum of 3 credits in research methods course work

6 credits in a "Minor Field" or 6 credits in general studies grouping

Master's Paper

HI ED 596	3	_____
Proposed paper submission date	_____	_____
Proposed paper approval date	_____	_____

Additional Courses

Total Credits _____
 (minimum of 30 credits required)

APPENDIX C

MASTER'S PAPER DEVELOPMENT

PENN STATE
HIGHER EDUCATION PROGRAM
Master's Paper Development

Master's students are required to enroll in a minimum of 3 credits of HI ED 596,*

Individual Study, when writing their master's paper. Each student must have two faculty readers.

Students should work with the primary faculty member (typically the advisor) to develop the topic, set a timeline for completion, and write the paper.

When the advisor determines that the paper is near complete, the student will forward the paper to a second faculty member for review. It is the responsibility of the second faculty reader to review the paper and to determine if it is acceptable or to provide comments to the advisor and the student. **Students must make changes to the satisfaction of both faculty before turning in a final copy to the program staff assistant.** Students will provide a final copy to both faculty and the Higher Education program office.

IMPORTANT: See program staff assistant or your advisor to check deadlines for:
activating intent to graduate
notification to Grad School that master's paper is in development
submitting final draft of master's paper to first reader
submitting final paper to both faculty and program office

*Students must consult with primary faculty reader prior to registering for HI ED 596

APPENDIX D

SAMPLE SIGNATURE PAGE

SAMPLE

Signatory Page of Master's Paper

We approve the paper of _____.

Date of Signature

Robert M. Hendrickson
Professor of Education
Paper Advisor

Lisa Lattuca
Associate Professor of Education

Dorothy H. Evensen, In Charge
Graduate Programs in Higher Education

APPENDIX E

D.ED PROGRAM WORKSHEET

D.ED. PROGRAM WORKSHEET

The sample programs outlined are presented to give the student an idea of the minimum requirements in each of the areas which constitute work toward the degree. A specific course of studies should be developed by the student and his/her advisor at the time of the Program Review.

Name _____

Advisor _____

Date Admitted _____ Candidacy Date _____

Core Courses	# of Credits	Semester to be taken
HI ED 548	3	_____
HI ED 552	3	_____
HI ED 554	3	_____
HI ED 556	3	_____
HI ED 562	3	_____

Proposed semester for Written Qualifying Exam _____
 Proposed semester for Program Review _____
 Proposed semesters for Residency _____

Research Requirements

Basic Research Skills (12 crs. minimum):
 Statistics through Multivariate Analysis *

HI ED 585, Research Design _____

HI ED 586, Qualitative Research Methods _____

Specialization in Higher Education (12 crs. to be selected based on the particular needs of the individual student)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

* Some examples of acceptable statistics course sequences are:

EDPSY 400 and 406
 STAT 500 and 501
 AG 400 and RSOC 573
 PS 501 and 502
 SOC 574 and 575
 HDFS 519 and 523

D.Ed. Worksheet

-2-

Minor or General Studies Grouping (15 crs. minimum)

Courses	# of credits	Semester to be taken
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Internship, HI ED 595 (9 crs. optional based on previous experience in higher education administration) _____

Optional: Electives

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

D.Ed. Thesis Research

HI ED 594, Research Topics* (proposal preparation)
(minimum of 3 crs.; maximum of 9) _____

Proposed date of Oral Comprehensive Exam (proposal defense) _____

**HI ED 600, Thesis Research
and/or _____

**HI ED 610, Thesis Research Off-Campus _____

Proposed date of Final Oral Defense _____

Total Credits _____ ***

*A minimum of 3 credits must be taken as a formal class with a designated faculty member.

**A minimum of 15 credits of any combination of HI ED 600 and 610 are required.

***A total of 90 credits above the bachelor's degree or 60 above the master's are required.

NOTE: All exams (i.e., Candidacy, Qualifying, Program Review, Comprehensive and Final Oral) must have been successfully completed. See main body of the text for detailed explanations regarding other requirements.

APPENDIX F

PH.D. PROGRAM WORKSHEET

PH.D. PROGRAM WORKSHEET

The sample programs outlined are presented to give the student an idea of the minimum requirements in each of the areas which constitute work toward the degree. A specific course of studies should be developed by the student and his/her advisor at the time of the Program Review.

Name _____

Advisor _____

Date Admitted _____ Candidacy Date _____

Core Courses	# of Credits	Semester to be taken
HI ED 548	3	_____
HI ED 552	3	_____
HI ED 554	3	_____
HI ED 556	3	_____
HI ED 562	3	_____

Proposed semester for Written Qualifying Exam _____

Proposed semester for Program Review _____

Proposed semesters for Residency _____

Research Requirements

Basic Research Skills (12 crs. minimum):

Statistics through Multivariate Analysis*

HI ED 545, Research Design _____

HI ED 586, Qualitative Research _____

Methods _____

Advanced Skills (9 crs. minimum in advanced research courses)

_____	_____	_____
_____	_____	_____
_____	_____	_____

Specialization in Higher Education (12 crs. to be selected based on the particular needs of the individual student)

_____	_____	_____
_____	_____	_____
_____	_____	_____

* Some examples of acceptable statistics course sequences are:

EDPSY 400 and 406

STAT 500 and 501

AG 400 and RSOC 573

PS 501 and 502

SOC 574 and 575

HDFS 519 and 523

Ph.D. Worksheet**-2-****Cognate or Minor*** (15 crs. minimum)

Courses	# of Credits	Semester to be taken
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Optional: Electives

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Proposal Writing

HI ED 594, Research Topics** (proposal preparation)
(minimum of 3 crs.; maximum of 9) _____

Proposed date of Oral Comprehensive Exam (proposal defense) _____

Ph.D. Dissertation*** (non-credit; for continuous registration after completion of coursework and Oral Comprehensive Exam)

HI ED 601 (full-time study--0 crs.) _____

HI ED 611 (part-time study--0 crs.) _____

Proposed date of Final Oral Defense _____

NOTE: All exams (i.e., Qualifying, Program Review, Comprehensive and Final Oral) must have been successfully completed. See main body of the text for detailed explanations regarding other requirements.

*A student wishing to declare an official minor must submit a memo signed by the chair of the minor area, which lists the courses to be taken.

**A minimum of 3 credits must be taken as a formal class with a designated faculty member.

***Students are not able to register for HI ED 601 or 611 until the semester AFTER successfully completing the proposal defense.

APPENDIX G

FIRST YEAR STUDENT REVIEW

**Higher Education Program:
Doctoral Student Candidacy Evaluation: First Year Student Review**

Student: _____

Course: HI ED Semester: _____

Instructor(s): _____

For each of the items below, rate the student's skills based on his or her written work for this class. For each item, please provide specific information about the strengths and/or weaknesses of the student for use in the candidacy decision-making process.

WRITING PROFICIENCY	Poor	Average	Good	Excellent
1. Adequacy of grammar, punctuation, and diction. <i>Please comment on particular problems, strengths, and concerns.</i>	1	2	3	4
2. Adequacy of overall organization and clarity of presentation <i>Please comment on particular problems, strengths, and concerns.</i>	1	2	3	4
3. Ability to develop and express an argument <i>Please comment on particular problems, strengths, and concerns.</i>	1	2	3	4
4. Ability to make effective use of literature to support claim <i>Please comment on particular problems, strengths, and concerns.</i>	1	2	3	4

- | | | | | | |
|----|--|---|---|---|---|
| 5. | Ability to justify the importance of a topic | 1 | 2 | 3 | 4 |
| | <i>Please comment on particular problems, strengths, and concerns.</i> | | | | |

ANALYTICAL SKILLS

- | | | | | | |
|----|--|---|---|---|---|
| 6. | Ability to apply theories and concepts correctly | 1 | 2 | 3 | 4 |
| | <i>Please comment on particular problems, strengths, and concerns.</i> | | | | |

- | | | | | | |
|----|--|---|---|---|---|
| 7. | Ability to analyze ideas or arguments | 1 | 2 | 3 | 4 |
| | <i>Please comment on particular problems, strengths, and concerns.</i> | | | | |

- | | | | | | |
|----|--|---|---|---|---|
| 8. | Ability to provide evidence to support main conclusions | 1 | 2 | 3 | 4 |
| | <i>Please comment on particular problems, strengths, and concerns.</i> | | | | |

Overall rating of student's written work.	1	2	3	4
--	----------	----------	----------	----------

Please provide a summative comment on this student's writing proficiency and analytical skills. Do you have any reservations about advancing this student to candidacy based on his/her performance in your class?

Comment:

APPENDIX H

REQUEST FOR QUALIFYING EXAMINATION

HIGHER EDUCATION PROGRAM**Request
for
Qualifying Examination**

By completing this form and returning it to the Higher Education program staff assistant, I am indicating my intent to take the qualifying examination on _____(Date).

I understand that this registration will give me access to the qualifying examination Angel site at 9 a.m. on the date of the exam.

I also understand that if I decide not to take the examination on this date, I must inform the staff assistant for the Higher Education program by 5 p.m. the day prior to the start date of the examination. If I do not inform the staff assistant and do not complete the examination, this will count as my first attempt at taking the qualifying examination and as a failure for this exam administration.

_____ (Student Signature)

_____ (Date)

_____ (Email Address)

_____ (Advisor Signature)

APPENDIX I

D.ED./PH.D. REQUEST FOR A PROGRAM REVIEW

REQUEST FOR A PROGRAM REVIEW

Complete and return to: Secretary
Higher Education Program
The Pennsylvania State University
400 Rackley Building
University Park, PA 16802-3201

Name _____

Address _____

Telephone # _____

Student Id # _____

This is to inform you that I have made arrangements for the administration of a Program Review for the D.Ed. _____/Ph.D. _____ degree in Higher Education. My completed Program of Studies Worksheet and statement have been distributed to my Program Review Committee, giving them at least two weeks prior to the meeting to review these materials.

Date of Examination _____

Time of Examination _____

Place of Examination _____

Faculty members who will be administering the Examination
(D.Ed.--at least two Higher Education faculty; for Ph.D.--two Higher Education faculty and one cognate area or minor faculty member):

To the Student: Attach a statement describing your dissertation topic and your career plans to the program review paperwork for course planning purposes

APPENDIX J

PROGRAM REVIEW APPROVAL FORM

D.ED./PH.D. PROGRAM REVIEW APPROVAL FORM

Date: _____

To: Professor-in-Charge
Higher Education Program
The Pennsylvania State University
400 Rackley Building
University Park, PA 16802-3201

This is to inform you that a Program Review for the D.Ed. ____/Ph.D. ____ degree in Higher Education was administered to _____, Student Number _____, on _____. The student's approved minor/cognate field of study is _____. The committee has placed the following stipulations on the candidate:

_____	_____
Higher Education Advisor	Date
_____	_____
Higher Education Faculty Member	Date
_____	_____
Minor*/Cognate Advisor (Ph.D. candidates)	Date

=====

HIGHER EDUCATION FACULTY APPROVAL: yes _____ no _____

_____ Date

Attachments: Approved Plan of Study
Dissertation and Career Statement

*If declaring an official minor, Ph.D. candidates must also attach a memo, signed by the chair of the minor area, listing the minor area courses to be taken.

APPENDIX K

D.ED. APPROVED PLAN OF STUDY

D.ED. APPROVED PLAN OF STUDY

Name _____ Student Number _____

Indicate below the courses you have taken and plan to take in your D.Ed. program.

Courses	Semester	Grade	# of credits
---------	----------	-------	--------------

HI ED Core

HI ED 548, Curricula in HI ED
 HI ED 552, Administration in HIED
 HI ED 554, History of Amer. HI ED
 HI ED 556, HI ED Students
 HI ED 562, Organizational Theory & HI ED

Area of Specialization in Higher Education

(12 crs. minimum in HI ED course/seminars)

Internship (optional based on previous experience in higher education administration)

HI ED 595

D.Ed. Approved Plan of Study (2)

<u>Courses</u>	<u>Semester</u>	<u>Grade</u>	<u># of credits</u>
----------------	-----------------	--------------	---------------------

Basic Research/Skills Courses (minimum of 12 credits)

HI ED 585, Research Design

HI ED 586, Qualitative Research Methods

Basic statistics through multivariate analysis

Minor Area or General Studies grouping (minimum of 15 crs.)

Proposal Course (minimum of 3 crs. taken as a formal class with a designated faculty member; maximum of 9)

HI ED 594

Doctoral Dissertation (minimum of 15 credits **required**)

HI ED 600/610 (thesis research)

General Comments

APPENDIX L

PH.D. APPROVED PLAN OF STUDY

PH.D. APPROVED PLAN OF STUDY

Name _____ Student Number _____

Indicate below the courses you have taken and plan to take in your Ph.D. Program.

Course	Semester	Grade	# of Credits
--------	----------	-------	--------------

HI ED Core

HI ED 548, Curricula in HI ED
 HI ED 552, Administration in HIED
 HI ED 554, History of American HI ED
 HI ED 556, HI ED Students
 HI ED 562, Organizational Theory & HI ED

Area of Specialization in Higher Education

(minimum of 12 HI ED courses/seminars)

Optional Electives

Ph.D. Proposed/Approved Plan of Study (2)

<u>Courses</u>	<u>Semester</u>	<u>Grade</u>	<u># of credits</u>
----------------	-----------------	--------------	---------------------

Basic Research/Skills Courses (minimum of 12 credits)

HI ED 585, Research Design

HI ED 586, Qualitative Research Methods

Basic Statistics through Multivariate Analysis

Advanced Research Skills (minimum of 9 credits)

Cognate or Minor Area (15 crs. minimum)

Proposal Course (minimum of 3 crs. must be taken as a formal class with a designated instructor; maximum of 9)

HI ED 594, Research Topics

Doctoral Dissertation

HI ED 601/611* (0 credit, continuous registration)

General Comments

*Students are not able to register for HI ED 601 or 611 until the semester AFTER successful completion of the proposal defense.

APPENDIX M

**REQUEST FOR A COMPREHENSIVE ORAL EXAMINATION
(DISSERTATION PROPOSAL DEFENSE)**

APPENDIX N

CRITERIA FOR EVALUATING DISSERTATION PROPOSALS

CRITERIA FOR EVALUATING HIGHER EDUCATION DISSERTATION PROPOSALS

A. Title

- Does the title provide a concise, accurate reflection of the purpose of the study?

B. Introduction/Abstract

- Does the introduction highlight the problem and specify the research question?

C. Clarity and Importance of Problem Statement

- Is it clear what new knowledge is needed or what problems need to be illuminated, and why?
- Does the problem statement build a logical, coherent argument for the relevance and importance of the study?
- Does the problem statement set limits to the problem?
- Does the problem statement lead to the hypotheses to be tested and/or the questions to be answered?

D. Clarity of Research Question

- Is it clear precisely what this study is intended to accomplish?
- How will answering the question contribute to theory, policy, and/or practice?

E. Adequacy of Literature Review

- Is the context and “intellectual ancestry” of this study described in a clear, comprehensive and focused manner?
- Does the literature review show how the proposed study will build upon and go beyond previous research on the subject?
- Is the analysis a critical review of the literature rather than a descriptive summary?

F. Adequacy of Conceptual Framework

- Are the key concepts clearly defined and organized in a way that makes sense?
- Are the reasons for choosing the constructs and/or conceptual definitions provided?
- Are explanations provided for the expected (or possible) relationships and interrelationships among the key variables or constructs?
- Are the hypotheses clear, unambiguous, and testable?
- If no hypotheses, are the objectives clearly stated and can they be accomplished?
- Is the problem reasonable in scope?

G. Adequacy of Research Design

- Are the reasons for choosing the research methods specified?
- Are concepts identified in the conceptual framework clearly operationalized in the research design?
- Are the populations specified from which sample data are to be derived? Is the sample size adequate?
- Are the kinds and sources of data required to carry out the study specified? Are they available?
- Are the data collection methods adequately described?
- Is there a clear strategy used to analyze the data and/or to test the hypotheses?
- Is there a plan to interpret the different possible findings about the hypotheses?
- What inferences will be drawn from alternative findings?
- Will the proposed research meet standards set by PSU’s Human Subjects Review Committee, and insure confidentiality to informants?

APPENDIX O

**GRADUATE STUDENT COMMITTEE POLICIES AND PROCEDURES
AND COMMITTEE APPOINTMENT SIGNATURE FORM
(REQUEST TO APPOINT/CHANGE A DOCTORAL COMMITTEE)**

**Please see Staff Assistant in Higher Education, 400 Rackley, to obtain a copy of the
GRADUATE STUDENT COMMITTEE POLICIES AND PROCEDURES
AND COMMITTEE APPOINTMENT SIGNATURE FORM
(REQUEST TO APPOINT/CHANGE A DOCTORAL COMMITTEE)**

APPENDIX P

REQUEST FOR FINAL ORAL DEFENSE OF DISSERTATION

APPENDIX Q

PROPOSAL FOR INTERNSHIP/INDEPENDENT STUDY

(HI ED 595 OR 596)

PROPOSAL FOR INTERNSHIP (HI ED 595) OR INDEPENDENT STUDY (HI ED 596)

Name _____ ID # _____

To be supervised by _____

Course registered for: _____ HI ED 595 _____ HI ED 596

of credits* _____ for _____ Semester/Session 20_____

Location of Internship: Name of organization/dept. _____

Address _____

Contact _____

Telephone _____

*10 hours of work per week is equal to 3 credits.

Description of the Problem, Project or Area Study

Number of hours in internship/independent study completed to date _____.

Approved: _____ Date: _____

Supervising faculty member

_____ Date: _____

Professor-in-Charge

INTERNSHIP AND/OR INDEPENDENT STUDY IN HIGHER EDUCATION

Internship and independent study credits (HI ED 595/596) are intended to allow students opportunities to earn academic credit for learning experiences outside the traditional classroom course through research, internships, externships, and other means. The Higher Education program offers 3 main types of independent studies: Research, Internship/Externship, and Teaching. These are described in more detail below.

Finding Out About Independent Study Opportunities

Most independent study opportunities develop from the student's own initiative. If you can identify a possible learning experience, you can then begin to discuss it as a possible independent study with any HI ED faculty member.

Registering for an Independent Study

Registration for independent study can be done by the student through eLion. Students can access the Internship/Independent Study form on the HI ED program web page at www.ed.psu.edu/educ/eps/higher-education. Working with a faculty member who will supervise the independent study and any other groups (employer, community organization, etc.), students should complete this form and submit it with the required signatures to Trudi Haupt in 400 Rackley as early as possible, preferably before the end of the second week of the semester.

Types of Independent Study Opportunities

1) Research: In a Research independent study, the student works closely with a faculty member on a supervised research project. The student may be involved in researching and writing a literature review, collecting and/or analyzing data, preparing research presentations, or other similar work on a topic of mutual interest to the student and instructor.

2) Internship/Externship: In an Internship/Externship independent study, the student secures a paid or unpaid position (internship) or a short (1-2 week) shadowing experience (externship). In addition to the work required for the position, the student talks in person, by phone, or by e-mail regularly with the instructor to discuss the learning experiences. Students may be asked to keep a written journal, produce a document of value to the organization where they volunteer, or write an essay as part of the project.

3) Teaching Intern: In a Teaching Intern independent study, the student assists a faculty member in delivering a course to other students. The student will meet regularly with the faculty member to prepare for the course. Students may be involved in preparing or delivering lectures, leading discussion groups, holding office hours for student questions, providing feedback on assignments, or other course activities. Students will not be involved in grading course assignments and should not be allowed to view other students' grades, social security numbers, or other private information. Students who participate in teaching activities as part of their assistantship may not sign up for teaching internship or independent study credits.

While these outline the main types of independent studies available in HI ED, if a student and a faculty member have another type of independent study in mind, they are encouraged to take advantage of the learning experience.