



Department of Administration, Leadership, and Technology
Ed.D. Program in Higher Education Administration

The Ed.D. in Higher and Postsecondary Education is designed to meet the increasing need for visionary and entrepreneurial leaders in community colleges, four-year colleges and universities, corporate and non-profit organizations, and research and policy centers. The program provides opportunities for working professionals to: 1) earn a doctoral degree through an integrated curriculum with direct application to higher education settings; 2) create a culminating project that has the potential to improve educational programs and/or organizational effectiveness and, 3) academic study in leadership, organizations, policy, and research that apply directly to practice settings.

The Ed.D. is designed to appeal to applicants who will study part-time while maintaining senior-level professional positions. To be considered, the applicant must exhibit appropriate combinations of the following: 1) a current professional position in higher education; 2) a track record of increasing levels of professional responsibility; 3) a master's degree in higher education or a related field; 4) professional goals that can be enhanced through applied research; 5) strong recommendations regarding current and potential professional effectiveness; and 6) evidence of academic promise including past performance, writing samples, interviews, and GRE scores.

The program of study consists of 51 points beyond the master's degree distributed among a specialization in higher and postsecondary education (18 points); foundation and cognate electives (15 points), research courses appropriate to the culminating project (12 points); and required summer project workshops (6). Students are expected to complete the degree within three years of continuous study. During their first two semesters, students will enroll in the Doctoral Colloquium and the Doctoral Seminar in which they are introduced to the literature of the field and given an opportunity to explore an area of research and practice that constitutes the basis for the candidacy paper and can also constitute the basis for each student's Ed.D. project. Sessions also include the opportunity to meet with other members of the program faculty to learn about their research interests. Students will be assigned an advisor by the end of the first semester. During the first two summers, a required two week session provides students with the opportunity for intense and concentrated study and work on the prospectus (in the first summer) and research and analysis (in the second summer) to ensure timely completion of the Ed.D. research project.

Candidacy:

For the candidacy paper, students identify an issue of higher education professional practice or policy, develop a scholarly literature review related to that topic, and explore a theory related to that topic. The candidacy paper is developed in close consultation with each student's faculty advisor. Each candidacy paper is reviewed by at least two other Higher and Postsecondary Education faculty members. Upon satisfactory completion of the review, the student is recommended by the faculty for advancement to candidacy. *It is expected that students will achieve candidacy by the end of their first year of study. Students who do not achieve candidacy by the end of the first summer may be dismissed from the program. Candidacy papers are strictly due on June 1st.*

Prospectus:

After candidacy has been approved, the student and chair consults to identify two other faculty members, one from outside the program, to serve as the committee for the prospectus and culminating research project. With the completion of a preliminary draft, the committee meets to determine if the prospectus is ready for a formal review. At that point, the advisor will call for a review by a panel that consists of three committee members and two others. Once the committee has approved the prospectus and Human Subjects (IRB) approval has been received, the student begins working on the research project.

Culminating Project Report and Portfolio: The first step is to complete the approved research project. Typically, the student works closely with the chair. The Culminating Project is part of a larger portfolio that begins with an explanatory preface, offering students an opportunity to reflect on the research process and the contributions to policy and practice that the Portfolio represents. The Project Report follows, supplemented by a portfolio of work that includes project dissemination papers (e.g., journal article, book chapter, policy brief, curriculum design,).

Outline for the Portfolio:

1. Project report (50 pages + bibliography and appendices)
 - a. Background/rationale
 - b. An explanatory preface/reflection on the entire portfolio (3-5 pages)
 - c. Project goals
 - d. Methods
 - e. Outcomes
2. One or more dissemination document: Journal article, Book chapter, Policy brief, Curriculum Design
3. Appendices: Prospectus, Candidacy Paper

When the committee approves the Portfolio and two outside readers, as well as the Higher and Postsecondary Education faculty schedule a joint defense forum for all students who have completed this stage of the process. At the defense forum the candidates for the Ed.D. present their research and answer questions. Upon successful completion of the defense forum, candidates are certified to the appropriate university officials as having completed all academic requirements for the Ed.D. degree. **Important Deadlines:**

Draft Candidacy Paper	Before March 1 of Year One
Candidacy Paper	Before or on June 1 of Year One
Prospectus Draft to Advisor	Before September 15 of Year Two
Pre-defense meetings and revision	Before November 1 of Year Two
Prospectus Defense	Before December 1 of Year Two
Spring/Summer 2 & Year 3	Work on Final Project, IRB, Data collection
Final Project Defense	<i>Before September 1 following Year Three</i>

Ed.D. Student Advisement Worksheet

Name: _____ Advisor: _____

Tel. (h): _____ Tel. (w): _____

Progress Check Sheet:

	Date:	Results:
Matriculation Form Filed (Decision on Waiver of Points)	_____	_____
Candidacy Paper Submitted to Advisor	_____	_____
Candidacy Review Passed	_____	_____
Prospectus Submitted to Advisor	_____	_____
Prospectus Review Passed	_____	_____
Culminating Project Submitted to Committee	_____	_____
Culminating Project Presentation and Defense	_____	_____
Degree Granted	_____	_____

1. Higher Education Specialization (18 points):

Required (Students must enroll in these seminars during the first year of study):

		Proposed Semester:	Credits Earned:
HPSE-GE 3001	Doctoral Colloquium in Higher Ed	_____	_____
HPSE-GE 3009	Doctoral Seminar in Higher Ed	_____	_____
HPSE-GE 3120	Theoretical Perspectives on Higher Education	_____	_____

*Electives: * (Courses should be selected in consultation with advisor.)*

		Proposed Semester:	Credits Earned:
HPSE-GE 3110	Economics and Finance of Higher Education	_____	_____
HPSE-GE 3109	Globalization & Higher Education Reforms	_____	_____
HPSE-GE 2011	How Colleges Work	_____	_____
HPSE-GE 2115	Higher Education and the Law	_____	_____

HPSE-GE 2122	Theories of Learning in College and the Workplace	_____	_____
HPSE-GE 2161	Diversity in Higher Education	_____	_____
HPSE-GE 2046	Curriculum Development in Postsecondary Education	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*Selected additional courses may be offered.

2. Research Project Seminars (6 points):

The research project development seminars are designed for EdD students and are offered during a two- week block at the beginning of the first two summers in the program.

		Proposed Semester:	Credits Earned:
HPSE-GE 3015	Doctoral Project Seminar I	_____	_____
HPSE-GE 3016	Doctoral Project Seminar I	_____	_____

3. Foundation and Cognate Electives (15 Points):

Foundation and cognate electives may be chosen from any of the three categories or from courses offered in Steinhardt or the University. The faculty advisor based on the student's previous course work, educational experiences and perceived needs, guides the choice of these electives.

		Proposed Semester:	Credits Earned:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Research Skills Courses (12 Points):

Qualitative Sequence:

		Proposed Semester:	Credits Earned:
RESCH-GE 2140	Approaches to Qualitative Inquiry	_____	_____
RESCH-GE 2142	Interview and Observation	_____	_____
RESCH-GE2248	Analysis of Interviewing Data	_____	_____
RESCH-GE 2141	Case Study and Ethnographic Inquiry	_____	_____
RESCH-GE 2143	Participatory Action Research	_____	_____

Quantitative Sequence:

		Proposed Semester:	Credits Earned:
RESCH-GE 2001	Statistics for Behavioral and Social Sciences I	_____	_____
RESCH-GE 2002	Statistics for Behavioral and Social Sciences II	_____	_____
RESCH-GE 2003	Intermediate Quantitative Methods	_____	_____

5. Other Program Notes:

Total Credits: _____