General Requirements (72 credits total)

I. Required Core/Foundations Courses (27 credits)

There are 27 credits required of each student; these courses provide broad overviews of the key aspects of postsecondary education, from both contemporary and historical perspectives.

- ASLP 600 Introduction to Doctoral Studies (3)
- ASLF 601 Higher Education Finance (3)
- RDHE 702 Historical Foundations of Higher Education (3)
- RDHE 703 Multiculturalism and Diversity in Higher Education (3)
- RDHE 704 Higher Education Policy Analysis (3)
- RDHE 731 Governance and Administration in Higher Education (3)
- RDHE 727 Legal Aspects of Higher Education (3)
- RDHE 744 Politics of Higher Education (3)
- RDHE 722 Organizational Theory in Higher Education (3)

II. Research Courses (15 credits)

Since the PhD is a research degree, the research requirement consists of both introductory and advanced courses in quantitative and qualitative methods

Introductory Methods (6 credits)

- EDSR 719 Quantitative Data Analysis I (Stats 1) (3)
- EDSR 624 Introduction to Qualitative Research Methods (3)

Advanced Methods (9 credits)

- EDSR 622 Quantitative Research Methodology (3)
- EDSR 819 Quantitative Data Analysis II (Stats 2) (3)
- EDSR 818 Advanced Qualitative Research Methods (3)

III. Specialization/Concentration (18 credits)

The Specialization consists of a set of courses comprising an in-depth study in an area of the student's choosing. The Specialization should be developed in consultation with an advisor and should provide both breadth and depth of study in areas of interest to the student. Courses may be taken from outside the School of Education to complete the concentration with the permission of student's advisor. In addition, ASLP 691/791/891: Special Topics courses may be taken to fulfill the concentration electives. These Special Topics courses are offered regularly by program faculty. Recent Special Topics courses have included: Advanced Student Development Theory, Contemporary Issues in Student Affairs Administration, and Exploring and Understanding Organizational Culture (Advanced Topics in Organizational Theory), Gender &
Sexuality in Higher Education, Faculty Free Speech and the First Amendment, and Critical Race Theory in Educational Research. As part of the Specialization, students may be required to complete an internship as described below.

- Specialization Electives (12-18 credits)
- RDHE 885 Internship in Higher Education (0-6 credits) -- The purpose of the internship is to allow graduate students the opportunity to explore different areas of professional interest, to develop additional skill sets, and to add to one's professional knowledge base within different higher educational settings. The faculty recognize that students will come into the PhD program with a wide variety of prior experiences. To this end, the following policy exists in relation to Internship expectations for Higher Education PhD students:
  - International students with limited or no work experience in US settings: 2 (two) Internships will be required, both counting towards the Specialization/Concentration requirements.
  - US students with less than 3 years full time professional work experience in higher education, or for those without a master's degree in higher education/student affairs: 2 (two) Internships will be required, both counting towards the Specialization/Concentration requirements.
  - Students with a master's degree in higher education/student affairs and with 3-5 years professional experience work experience in higher education, 1 (one) internship will be required counting towards the Specialization/Concentration requirements.
  - Students with more than 5 years of full-time professional work experience in higher education may request in writing that their internship requirement be waived. In lieu of the internship, students would be required to complete additional courses to fulfill Specialization/Concentration requirements.

IV. Dissertation Preparation/Capstone Methods Course (3 credits)

- EDSR 889 Research Practicum (3)

V. Dissertation Courses (completed independently with dissertation chair) (9 credits minimum)

- RDHE 998-Dissertation Seminar (6)
- RDHE 997-Dissertation Guidance (students re-register for this course until the dissertation is defended) (3)

VI. Comprehensive Portfolio Evaluation

A central purpose of the Portfolio in the Higher Education Administration PhD program is to document the student’s academic growth and professional development in the field of Higher Education. A comprehensive account of a doctoral student's experiences and ongoing progress toward one’s academic and professional goals, the portfolio is well-organized, coherent, and
selective, facilitating evaluation by the student’s Faculty. The portfolio represents the scope and depth of a student's professional goals, and academic accomplishments in coursework, independent study, research experiences, internships, and other advanced learning activities. It also provides a vehicle for self-reflection and personal growth. The evaluation process includes two (2) presentations by the student to their faculty over the course of their program, the first approximately half-way through, the second in their last semester of coursework.

**Residency Requirements**

Part-time candidates for the PhD degree will satisfy residency requirements by completing 18 credit hours over a period of three consecutive semesters (not including summer). Full-time doctoral candidates must complete two consecutive semesters, carrying 9 credit hours each semester, to satisfy residency requirements. Upon completion of the course requirements and the comprehensive examination, the candidate must complete RDHE 998-Dissertation Seminar (6 credits) and then RDHE 997-Dissertation Guidance (3 credits) each semester until the dissertation has been successfully defended. All requirements for the PhD degree must be completed within a period of seven consecutive years. The granting of a leave of absence by the School of Graduate Studies does not automatically extend this time limit.