

## Doctoral Program Overview-PENDING FINAL APPROVAL

Higher Education and Student Affairs (HESA)

School of Educational Policy and Leadership

The Ohio State University

2012-2013

The Ph.D. is a research-intensive degree and designed to prepare graduates to work in research-intensive settings. Our doctoral program has maintained strong and consistent enrollments for many years. Our students have received prestigious national awards, completed many peer-reviewed journal publications prior to graduation, and presented papers and posters at numerous national and international conferences. The Higher Education and Student Affairs concentration is ranked in the top 10 by U.S. News and World report.

According to university guidelines, a minimum of 80 graduate credit hours beyond the baccalaureate degree is required to earn a doctoral degree. If a master's degree has been earned by the student, then a minimum of 50 graduate credit hours beyond the master's degree is required.

### “The Core” of HESA Doctoral Program

*During the initial two semesters, new Ph.D. students must take a minimum of 6 hours each semester.*

Educational Studies Core (Taken with Ph.D. students across the Department of Educational Studies)		
EPL 6890.01	Core 1: Introduction to Graduate Study (3 credits)	Fall Semester
EPL 6890.02	Core 2: Interdisciplinary Analyses (3 credits)	Spring Semester
HESA Core		
EPL 7540	Higher Education Institutions and Core Academic Issues (3 credits)	Fall Semester
EPL 8560	Legal Aspects of Higher Education (3 credits)	Fall Semester (year 2)
EPL 7510	College Student Development (3 credits)	Spring Semester
EPL 8552	Impact of College on Students (3 credits)	Spring Semester

### Residency Requirement

(excerpted from The Graduate School Handbook:

<http://www.gradsch.osu.edu/Depo/PDF/GS%20HANDBOOK%20SEMESTERS%200211.pdf>

**Residency.** The purpose of the residency requirements is to give students the opportunity to engage in intensive, concentrated study over an extended period of time in association with faculty members and other students in an atmosphere conducive to a high level of intellectual and scholarly activity.

The following requirements must be fulfilled after the master's degree has been earned or after the first 30 hours of graduate credit have been completed:

1. a minimum of 24 graduate credit hours required for the Ph.D. must be completed at this university
2. a minimum of two consecutive pre-candidacy semesters or one semester and a summer session with full time enrollment must be completed while in residence at this university
3. a minimum of six graduate credit hours over a period of at least two semesters or one semester and a summer session must be completed after admission to candidacy

## Emphasis or Cognate Area

Individual programs must incorporate an emphasis or cognate area. At least 12 credits are needed to meet this requirement. These courses may be **taken within or outside** of Higher Education and are often taken outside of the College of Education & Human Ecology.

Examples of Cognate Areas include:

- Organizational Behavior
- Leadership & Technology
- Sports in Education
- Human Development
- Women’s Studies
- Administration
- Public Policy & Management
- Finance in Education
- Human Resource Development
- African American Perspectives
- Cultural Influences in Education
- Comparative Perspectives on Higher Education

### *Other Requirements:*

#### 1) Multicultural Requirement:

There is a 3-hour multicultural class requirement for all HESA Ph.D. students. The following courses meet this requirement:

EPL 7570 Internationalizing Colleges and Universities
EPL 7520 Diversity in Higher Education
EPL 7558 Administering Service-Learning Programs
<i>Other courses, as determined by your advisor, can satisfy this requirement</i>

#### 2) Inquiry Courses

A minimum of 4 courses (usually 12 credit hours if taken in EPL) in research, statistics, evaluation or qualitative inquiry beyond the master’s level are required of all doctoral students. Students must take at least **one quantitative** and **one qualitative** class.

Quantitative Inquiry Courses	Qualitative Inquiry Courses
<i>Students are encouraged to select their quantitative courses from the QREM sequences in Statistics, Evaluation, Measurement and Research Design.</i>	8895.32 – Designing Qualitative Research in HESA Contexts
7627 – Sampling Designs and Survey Research	8280 – Qualitative Research in Education: Paradigms, Theories & Exemplars
7648 – Univariate Experimental Design	8290- Qualitative Research in Education: Methods and Analysis
8648 – Multivariate Experimental Design	
7627 – Sampling Designs and Survey Research	
EPL 6625 and EPL 6641 are considered master’s level and do not qualify for this requirement. <i>Students who have not had masters’ level statistics or research design may find it helpful to take EPL 6625 and EPL 6641 as preparation for doctoral level research courses.</i>	

### 3) Dissertation Proposal and Research Apprenticeship

Students are required to take nine credit hours of (EPL 8193.32) under the supervision of faculty focused on intensive study relevant to the dissertation or preparation of conference presentations and/or publications. Students should always refer to the Graduate School Handbook for university requirements regarding residency and continuous enrollment:

<http://www.gradsch.osu.edu/Depo/PDF/GS%20HANDBOOK%20SEMESTERS%200211.pdf>

Students are required to take six hours total of EPL 8193.32 independent study with members of the candidacy exam committee.

### 4. Internship

An internship (up to 12 hours of EPL 8593) of 200+ hours (depending upon the student's previous full-time experience in higher education) is required. This experience typically occurs after the Candidacy Examination and focuses on the student's future career goals. The student's advisor shall decide on the number of clock hours required after review of the student's professional background and career aspirations.

### 5. Candidacy Exams (excerpted from the EPL Graduate Studies Handbook:

<http://ehe.osu.edu/epl/students/downloads/epl-grad-studies-handbook.pdf>)

The candidacy examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the student's candidacy examination committee and the Graduate School. The candidacy examination is a test of the student's comprehension of the field, allied areas of study, his or her capacity to undertake independent research, and his or her ability to think and express ideas clearly. Doctoral programs may emphasize these aspects of the candidacy examination in different ways. While the Graduate School does not impose a standard format, each Graduate Studies Committee must ensure that a rigorous examination is given and that the student's performance is evaluated at the time of the exam.

***Candidacy Examination Committee.*** The candidacy examination committee is composed of at least four authorized graduate faculty members and may include the student's advisor consistent with graduate studies committee policy. The advisor of a doctoral student must hold membership at the Category P level in the graduate program of the student. A graduate faculty representative may be assigned to an initial candidacy exam at the request of the student and advisor. *For HESA students, the student's advisor typically chairs the committee.*

### ***Written Portion of the Candidacy Examination***

Consistent with the Graduate School guidelines, the regular examination formats used in the School of Educational Policy and Leadership are:

- a. A series of scholarly papers in the area of concentration, or
- b. A series of take-home questions from Advisory Committee members with a specified period of time to prepare responses, or
- c. 12 hours written examination in a proctored setting covering the areas of concentration, or
- d. 8 hours written examination in a proctored setting and a proposal, case study, major literature review or major paper.

### ***Oral Portion of the Candidacy Examination***

The oral portion of the candidacy examination lasts approximately two hours and is held after completion of the written portion. The oral portion normally must be completed within one month of the written portion. Questioning of the student should occupy the entire period of the examination. All committee members are expected to participate fully in the questioning during the course of the examination and in the discussion of and decision on the result of the candidacy examination.

## **6. Candidacy**

***Definition of Candidacy:*** Candidacy is defined as that period in a doctoral student's studies when she or he is deemed ready to undertake independent and original research resulting in a dissertation. Doctoral students achieve candidacy by passing the written and oral portions of the candidacy examination. Candidacy should be reached after doctoral students have taken enough coursework to become proficient in the field of study.

***Admission to Candidacy.*** Provided that the student is in good standing at the end of the semester or summer session in which the candidacy examination is completed, satisfactorily completing that examination admits the student to candidacy for the doctoral degree at the end of that semester/session.

A student is normally expected to enroll in EPL 8999 after satisfactorily completing the candidacy examination. Post-candidacy doctoral students must enroll for at least three credit hours (full time). Post-candidacy doctoral students must also fulfill the post-candidacy residency requirement of a minimum of six graduate credit hours over a period of at least two semesters or one semester and summer session after admission to candidacy.

***Continuous Enrollment.*** All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy.

## **7. Dissertation**

The **dissertation** is a scholarly contribution to knowledge in the student's area of specialization. By researching and writing a dissertation, the student is expected to demonstrate a high level of knowledge and the capability to function as an independent scholar.

### ***Dissertation Committee***

The dissertation committee is composed of the advisor who must be a Category P Graduate Faculty member in the student's graduate program and at least two other authorized Graduate Faculty members. Additional Graduate Faculty members also may serve on the dissertation committee. The advisor serves as chair of the dissertation committee. Selection of the committee members is the responsibility of the advisor and is subject to the rules of the Graduate Studies Committee.

## **8. Final Oral Examination**

The final oral examination tests originality, independence of thought, the ability to synthesize and interpret, and the quality of research presented. The final oral examination concerns principles and historic perspective as well as data. The final oral examination includes but is not limited to discussion of the dissertation. The examiners often pursue lines of thought and argument from the data and concepts that have contributed to the research and to its critical evaluation by the student.

### ***Final Oral Examination Committee***

The final oral examination committee is composed of the student's dissertation committee, plus the Graduate Faculty Representative. Other Graduate Faculty members may be added to the committee, subject to the rules of the Graduate Studies Committee. The advisor serves as chair of the final oral examination committee.