

DOCTORAL PROGRAM IN HIGHER EDUCATION
Community College Cognate
University of North Texas

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Location is projected to move to the Mean Green Village in spring of 2006

Community College Program

The Community College Program was initiated as a result of the generosity of Don A. Buchholz through a million dollar gift honoring Dr. Bill J. Priest, which enabled the establishment of the Bill J. Priest Center in Community College Education at the University of North Texas. Dr. Priest, the former Chancellor of the Dallas County Community College District and Chancellor Emeritus of Dallas County Community College, came to Dallas, Texas, in 1965 and provided the leadership to establish a community college system that quickly became a national model and standard in the two-year college field. The Bill J. Priest Center at the University of North Texas became a reality in the fall of 2000. An advisory Board of Directors was selected from community college chancellors and presidents, in addition to chancellors and presidents, emeritus in the area.

A community college cognate was added to the existing Higher Education doctoral program, which includes additional cognates in student affairs, adult/continuing education, institutional advancement/resource development, higher education law, and fiscal affairs/administration.

Community College Cognate

Students may choose either an Ed.D. or a Ph.D. depending on their goals and objectives.

Both programs are designed to enable students to:

- Acquire knowledge about and evaluate major organizational, behavioral and learning theories applicable to either education;
- Conduct applied and/or basic research in the field of higher education;
- Become familiar with past, present and emerging patterns of organizational and professional administrative practice in higher education; and
- Observe and participate in the actual practice of higher education administration and/or research.

However, the Ed.D. and Ph.D. programs differ significantly in their length and emphasis and in course work, research tools, minor field and dissertation requirements. Course requirement for each program is given here, with the Ed.D listed first and followed by the Ph.D program.

DOCTOR OF EDUCATION (ED.D)

The Ed.D. program is designed for individuals primarily interested in the application of theory and research. The Ed.D. program requires a minimum of 60 semester hours of course work beyond the master's degree. It includes a series of qualifying examinations (statistics, major field, and cognate field) and an applied, analytical, or descriptive dissertation of 12 semester hours.

Common Higher Education Doctoral Core

15 hours

EDHE 6050 Teaching and Learning Higher Education
EDHE 6510 History of Higher Education
EDHE 6520 Research on Students in Higher Education
EDHE 6700 Role of Higher Education in a Democracy
EDHE 6710 General Administration of Higher Education

Ed.D. Base Course

Students must complete at least 3 of the base core.

9 hours

EDHE 6570 Professoriate in Higher Education
EDHE 6720 Academic Administration in Higher Education
EDHE 6730 Organization & Administration of Student
Development Services
EDHE 6740 Planning and Analytical Systems
EDHE 6750 Human Resource Development in Higher Education
EDHE 6760 Higher Education Finance
EDHE 6780 Educational Resource Development in Higher Education
EDHE 6790 Legal Aspects of Higher Education

Internship

0-6 hours

A supervised administrative internship of up to 180 clock hours (each 3 semester hour course registration requires 90 clock hours) is required of any student who has not been employed in a full-time position in an institution, agency or professional association of higher education for at least one academic year or the equivalent (as determined by the Higher Education faculty), prior to taking qualifying examinations.

Community College Cognate 15 hours

The cognate area is designed to allow the student to conduct in-depth study in the community college field. As a part of this requirement, students may take up to three hours of independent study (EDHE 6900) and/or three hours of Studies in Higher Education (EDHE 6850).

EDHE 6060 History and Philosophy of the Community College
EDHE 6065 Finance and Administration in the Community College
EDHE 6070 Teaching and Learning in the Community College
EDHE 6075 Economic and Community Development in Higher Education
EDHE 6080 Leadership in the Community College
EDHE 6085 Contemporary Issues in the Community College

College of Education Core 6 hours

EDER 5210 Education Statistics
(Prerequisite for EDER—not counted toward the degree)
EDER 6010 Statistics for Educational Research
EDER 6020 Methods of Education Research

Research Requirement 3 hours

EDHE 6530 Research on Higher Education
(EDHE 6530 should be taken after completion of EDER 6010 and 6020.)

After taking the previously listed courses/hours, the student has completed the course work and must take and pass the program written and oral qualifying exams.

Residency Requirement

To meet the residency requirement for the Ed.D. program, students are required to enroll in a minimum of 18 semester hours during a calendar year. The residency requirement should be completed during the time the student completes the course requirements.

Dissertation Requirement 12 hours

The Ed.D. dissertation may be related to immediate operational programs of any aspect of higher education, either in an analysis and solution format or in an application of theory or research context.

Minimum TOTAL for the Ed.D. (including Dissertation Research Hours) 60-66 hours

DOCTOR OF PHILOSOPHY (PH.D.)

The Ph.D. program serves individuals interested primarily in scholarly research on and in the teaching of Higher Education as a field of study. It requires a minimum of 72 semester credit hours beyond the master's degree. It includes a series of qualifying examinations (admission, statistics, major field, and cognate field) and a conceptual or theoretically based dissertation of at least 12 semester hours that is pertinent to the field of higher education and is of publishable quality.

Common Higher Education Doctoral Core 15 hours

EDHE 6050 Teaching Learning in Higher Education
EDHE 6510 History of Higher Education
EDHE 6520 Research on Students in Higher Education (online course)
EDHE 6700 Role of Higher Education in a Democracy (online course)
EDHE 6710 General Administration of Higher Education (online course)

Ph.D. Base Core 9 hours

Students must complete at least 3 of the base core.

EDHE 6500 Essentials of Academic Publishing
EDHE 6550 Policy Studies in Higher Education
EDHE 6570 Professoriate in Higher Education
EDHE 6720 Academic Administration
EDHE 6740 Planning and Analytical Systems in Higher Education
EDHE 6750 Human Resource Development in Higher Education
EDHE 6760 Higher Education Finance
EDHE 6780 Educational Resource Development in Higher Education
EDHE 6790 Legal Aspects of Higher Education

To develop a broader exposure to an in-depth knowledge of a specialized area, the Student may select at least two additional EDHE courses from the Higher Education course inventory. As part of this requirement, students may select three hours of independent study, EDHE 6900, and/or three hours of Studies in Higher Education, EDHE 6850.

Internship

A supervised administrative internship of up to 180 clock hours (each 3 semester hour course requires 90 clock hours) is required of any student who has not been employed in a full-time administrative, teaching, or research position in higher education for at least one academic year, or the equivalent as determined by the Higher Education faculty, prior to taking qualifying examinations.

Community College Cognate

12 hours

The cognate area is designed to allow the student to conduct in-depth study in the community college field.

EDHE 6060 History and Philosophy of the Community College
EDHE 6065 Finance and Administration in the Community College
EDHE 6070 Teaching and Learning in the Community College
EDHE 6075 Economic and Community Development in Higher
Education
EDHE 6080 Leadership in the Community College
EDHE 6085 Contemporary Issues in the Community College

Research Requirement

Because the Ph.D. is, by definition, a research degree, each Ph.D. candidate must be competent in the modes of scholarly inquiry. In Higher Education those modes include descriptive, relational, experimental and historical studies, which use qualitative and/or quantitative research designs and analyses. Therefore, Ph.D. students must complete 9 semester hours in statistics and research methodology (beyond those courses taken by all doctoral students and required by the college. specifically, three or more of the following recommended courses must be completed for a total of at least 9 credit hours to fulfill this research requirement.

EDER 5240 Survey Research Methods in Education
EDER 6005 Statistical Theory and Simulations
EDER 6210 Multiple Regression Analysis and Related Methods
EDER 6240 Educational Data Processing
EDER 6230 Advanced Research Design (prerequisite EDER 6240)
EDER 6290 Multivariate Statistics in Education
EDER 6280 Qualitative Research in Education
EDER 6285 Qualitative Data Analysis
EDHE 6850 Studies in Higher Education: Quantitative Research in HE

After taking the previously listed courses/hours, the student has completed the course work and must take and pass the program written and oral qualifying exams.

Residency Requirement

Residency for the Ph.D. which is defined as completion of nine semester hours in two consecutive semesters should be completed during the course work phase of study.

Dissertation Requirement

12 hours

The Ph.D. dissertation should demonstrate the student's ability to conduct independent research. The research design, sampling procedures, and methods of analysis should be congruent with the modes of inquiry used in conducting research on higher education. Additionally, it should be a report of independent research resulting in knowledge applicable to the field. The dissertation should be of publishable quality and should make a bona fide contribution to pressing or emerging issues in higher education.

Minimum TOTAL for the PhD. (including Dissertation Research Hours)

72-78 hours

Admission to the Doctoral Programs in Higher Education

Admission to doctoral study in Higher Education, both the Ed.D. and Ph.D., is selective and restricted. Admission decisions are made by the faculty.

One must submit all applications and materials required by the Toulouse School of Graduate Studies and by the Program in Higher Education by the following dates to be admitted for the semester indicated:

1. Submit all materials by April 1 to be admitted to begin course work in the fall semester.
2. Submit all materials by July 1 to be admitted to begin course work in the spring semester.
3. Submit all materials by November 1 to be admitted to begin course work in the summer semester.

The following materials must be submitted:

1. Toulouse School of Graduate Studies
Complete and submit: graduate school application, transcripts of all college/university course work, and recent (in past 5 years) GRE or GMAT score
2. Admission to the Program in Higher Education
Submit a program application form, vita or resume, and three letters of reference.

Once an applicant submits these items by the scheduled dates, the faculty will review the applicant's file. If approved, the applicant will be invited for an interview and to take the admissions exam. Both will be scheduled on the same day generally a Saturday in February, July, or September. Upon successful completion of the admissions exam and interview process, the applicant is accepted into the program and assigned a major professor who will work with the student to complete and file a degree plan.

Admission Criteria

Score on the Graduate Record Examination. Current GRE scores (with the past 5 years) of 368 on the verbal section and 400 on the quantitative section are required for admission. (*The GMAT may be substituted for the GRE in certain cases. A GMAT score of 450 is required for admission.*)

Quality of prior academic work. A grade point average of 3.4 or above for all prior graduate work is expected. A minimum GPA of 3.0 is required. Additional evidence of academic potential to be successful in a rigorous program of doctoral study (i.e., higher than required minimum scores on the GRE/GMAT) must be submitted for GPAs between 3.0 and 3.4.

Relevance of bachelor's and master's degree majors to higher education. The applicant indicates the relevance of his/her degree programs to doctoral study and a career in higher education.

Amount and level of prior work experience as a college or university administrator and/or faculty member. One or more years of full-time employment preferred. For those individuals admitted to the Program without such prior work experience, 6 semester credit hours of internship experience will be required.

Prior Record and potential for conducting scholarly research and publishing in the field of Higher Education. Such potential is demonstrated through prior scholarly publications, scholarly presentations, letters of recommendation, standardized test scores and research experience.

Capacity for doctoral study. Capacity demonstrated through GPA for master's or any post-master's course work.

Program Interview. Applicants who meet the first round admission criteria will be invited to campus for an interview with faculty. If necessary, the interview may be by phone.

Applicant's Career Objectives. The applicant should demonstrate how his/her career objectives are compatible with the Ed.D. or Ph.D. degree program and concisely state this relationship on the Program Application Form.

Professional References. Applicants are expected to provide three letters of recommendation for doctoral study in the field of Higher Education. These letters should be from former or present supervisors familiar with the applicant's intellectual capacity and potential for success in a rigorous program of graduate study and scholarly inquiry in the field of Higher Education.

Quality of the Program Admission Examination. This examination may be taken by those applicants who meet the first round criteria for admission. Applicants who do are invited to take the admission exam and come for an interview by faculty.

Faculty Support. Applicants must receive a majority vote of support from the full-time Higher Education faculty participating in the interview process with the applicant.