



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs

College of Education and Human Ecology
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Memo

October 26, 2015

To: Scott Herness, Associate Dean
Jill Toft, Administrative Associate to Associate Dean

CC: Andrew Zircher, Director of Assessment and Curriculum
Sarah Odum, Curriculum Coordinator

From: Bryan Warnick, Associate Dean of Academic Affairs

RE: ADD SPECIALIZATION OF HIGHER EDUCATION AND STUDENT AFFAIRS TO DOCTOR OF EDUCATION IN EDUCATIONAL STUDIES

The faculty and administration of the College of Education and Human Ecology (EHE) approve the addition of the specialization in Higher Education and Student Affairs (HESA) to the existing Doctor of Education (EdD) in Educational Studies in the Department of Educational Studies. The development of an EdD specialization in HESA would fill a need expressed by many working professionals in higher education and student affairs for a terminal degree that is more focused on the application of theories and research to practice contexts. The proposal was approved unanimously by the EHE Curriculum Committee.

Documents included with this request include:

1. Department letter of support
2. Program request proposal
3. Proposed curriculum sheets

EHE approves the addition of the specialization in Higher Education and Student Affairs (HESA) to the existing EdD in Educational Studies in the Department of Educational Studies and requests Graduate School review and approval. If there are any questions, please contact me at Warnick.11@osu.edu or our curriculum coordinator, Sarah Odum, at odum.11@osu.edu.



August 3, 2015

Dr. Bryan Warnick
Associate Dean for Curriculum
College of EHE

Dr. Warnick:

The faculty in the Educational Administration graduate specialization is proposing the addition of a specialization in Higher Education and Student Affairs to the existing doctor of education (EdD) degree in Educational Studies. The proposal from the faculty is attached. The proposal was approved by the faculty on February 13, 2015 and by the Educational Studies Graduate Studies Committee on March 2, 2015. The administration of the department also supports this proposal. We recognize that the proposal calls for the addition of two faculty (one a tenure-track faculty and another as a clinical professor). These additional positions will be needed because the EdD students have different academic and professional goals than students in the PhD program, necessitating the creation of courses with distinct EdD related content. The department is committed to working with the HESA faculty to provide the resources needed to meet the advising and instructional needs of this new degree.

If you have any additional questions or need additional information, do not hesitate to contact me. The approved proposal is attached.

Sincerely,

Joe E. Wheaton, PhD
Associate Chair
The Dept of Educational Studies

Proposal
Specialization in Higher Education and Student Affairs (HESA) in the approved EdD program,
Department of Educational Studies

Prepared by Susan R. Jones, Professor, Higher Education and Student Affairs

Higher Education and Student Affairs (HESA) is a specialization in the Department of Educational Studies (formerly the School of Educational Policy and Leadership and the Educational Services programs from the School of PAES) at The Ohio State University. The PhD specialization is currently one of 14 PhD specializations in Educational Studies and would be the second EdD specialization in the department. We are seeking an amendment to the currently approved EdD program by adding a HESA specialization. The development of an EdD specialization in HESA would fill a need expressed by many working professionals in higher education and student affairs for a terminal degree that is more focused on the application of theories and research to practice contexts.

The HESA specialization was founded in 1948, making it one of the oldest graduate preparation programs in Higher Education and Student Affairs in the country. It has enjoyed a long history and reputation as one of the leading programs in Higher Education and Student Affairs because of the emphasis on preparing future leaders, both senior administrators and academics, who integrate scholarship and research into professional practice. For many years the HESA specialization's reputation has been based upon the quality of both the master's program and doctoral program, and admission to both is very competitive. Over the years, the HESA specialization has consistently received a large number of applications for relatively small cohorts in both the master's and doctoral programs. The average acceptance rate for the last three years into the PhD program is 27% and the average acceptance rate for the last five years for the master's program is 15%. Both the MA and PhD programs recruit from a national pool with students coming to the HESA specialization from a diverse array of campuses around the country, including institutions such as the University of Michigan, UCLA, University of Maryland, UC-Berkeley, University of Virginia, University of North Carolina-Chapel Hill, and the College of William & Mary. The HESA program receives the largest number of applications to its MA and PhD programs than any other in the Department of Educational Studies. Because of the competitiveness and vitality (and the number of applicants whom we do not accept for admission) we do not expect that an EdD program will negatively impact our enrollment in the PhD specialization in HESA. Instead, an EdD program in HESA will enable us to grow enrollments in HESA and bring additional numbers of students to HESA via the delivery of an EdD degree and for whom an EdD degree more closely aligns with their career goals.

Increasingly, recruitment and admission to the HESA PhD specialization has typically focused on those students interested in becoming faculty members and engaging in substantial research activity. Because of the advising demands of PhD advising and fewer numbers of full-time faculty eligible to advise doctoral students, our entering cohorts in the HESA doctoral program have been averaging between 5-10 students, most of whom are full-time students with full funding through GAA, GTA, or GRA appointments. The competitiveness of our admissions and the increased focus on research and preparation of faculty members has made it very difficult for those working in higher education and student affairs to enter into our HESA doctoral program, although the demand is great and there is growing interest in a terminal degree by the many individuals working in administrative positions around

the state of Ohio. A master's degree in HESA is a credential required for most entry-level positions in higher education and student affairs; and increasingly, a terminal degree is preferred or required for mid-level and senior leadership positions. In fact, in 1997 Winston and Creamer found "overwhelming preference" for staff members with doctoral degrees in HESA. At the time of their study (1997), 53% of Senior Student Affairs Officers (SSAO) had doctoral degrees. The results of a more recent study (2014) reported that 60% of SSAO hold doctoral degrees, (75% of them from HESA programs), which represents a 7% increase in the past 15 years. We anticipate that interest in the EdD program will come from working professionals in mid-level or senior leadership positions, seeking to advance their education, become current in the research and scholarship of the field, and secure a terminal degree that will lead to career advancement. Over the years, the HESA specialization has enjoyed a very strong placement rate, due both to the caliber of our students as well as the reputation of our program, with PhD graduates moving into faculty jobs and senior administrative positions such as Deans, Directors, and Vice Presidents.

According to a search of graduate programs listed on the websites of two major national professional associations, (ACPA-College Student Educators International and NASPA-Student Affairs Administrators in Higher Education) in the field of higher education and student affairs, as well as our own investigation, there are no EdD programs in the state of Ohio that are specifically focused on Higher Education and Student Affairs. Wright State University offers an EdD program in their College of Education; however, it is in Organizational Studies. Therefore, an EdD program with a specialization in HESA at The Ohio State University would not only build upon our deep history and strong academic reputation, but also fill a niche and meet a need in the state of Ohio.

As noted in the proposal for the EdD program in the Department of Educational Studies, approved in 2013, the EdD program, "will be a professional degree, focused on research into problems of practice facing educational organizations and their communities. It seeks to prepare and advance the preparation of practicing professionals to contribute to advancing the mission of their educational organizations in the framework of contemporary educational challenges facing Ohio." To this end, the proposed specialization in Higher Education and Student Affairs will complement these goals. In particular, the EdD program in HESA will equip students to respond effectively to the problems and issues of contemporary practice in higher education and will prepare students for leadership roles in higher education and student affairs through enhancing their competence and efficacy in applying research and scholarship to practice contexts. The EdD program requirements will also integrate the Professional Competency Areas for Student Affairs Practitioners developed by ACPA and NASPA (ACPA/NASPA, 2010). These areas include: advising and helping; assessment, evaluation, and research; equity, diversity, and inclusion; ethical professional practice; history, philosophy, and values; human and organizational resources; law, policy, and governance; leadership; personal foundations; and student learning and development.

HESA Specialization EdD Learning Objectives and Outcomes

Our objectives in the HESA specialization of an EdD program are to prepare individuals for leadership roles in a variety of higher education and student affairs administrative contexts (e.g., presidents, vice-presidents, deans, directors of functional areas). The aim is to develop educational leaders in higher education who understand organizations and effective leadership of organizational entities, can lead organizational change, who utilize global perspectives in diverse contexts, demonstrate expertise in

student development and learning, and who can apply research to addressing issues faced by institutions of higher education in a rapidly changing environment.

These objectives are reflected in the intended learning outcomes for the HESA specialization which align with the curriculum of the HESA specialization (see Appendix A).

- ***Theoretical Foundations:*** Graduates can comprehend and apply foundational and contemporary theories to scholarly questions and issues in the field of higher education and student affairs.
- ***Assessment, Research and Evaluation:*** Graduates can appropriately evaluate and understand various research approaches and methods in answering critical questions in postsecondary education. Graduates can apply research methodologies to the analysis of empirical data and employ research and evaluation to facilitate change in higher education contexts.
- ***Diversity and Multiculturalism:*** Graduates can understand and appreciate diversity and multiculturalism and apply principles of equity and inclusion in professional practice.
- ***Translation and Professional Practice:*** Graduates can translate theories into effective educational practice and elevate their role as scholar-practitioners contributing to the improvement of professional practice.

Delivery and Staffing of EdD program in HESA

The HESA program currently has a nationally recognized faculty and reputation for national prominence. HESA faculty at this time are the following:

Dr. Amy Barnes, Senior Lecturer (100 % undergraduate leadership minor and courses)

Dr. Jen Gilbride-Brown, Senior Lecturer (50% SPA coordinator)

Dr. Marc Johnston, Assistant Professor

Dr. Susan R. Jones, Professor

Dr. Terrell Strayhorn, Professor (50% Director of CHEE)

Dr. Tatiana Suspitsyna, Associate Professor

We currently have 87 active HESA students (54 MA students and 33 PhD students). Of the four HESA faculty members eligible to advise PhD students, each maintains a robust PhD advising load (e.g., Johnston = 4; Jones = 7; Strayhorn = 9; Suspitsyna = 13). The EdD program will provide an additional work load for faculty both in terms of advising but also program administration. We plan to begin the EdD program in Fall of 2016 with an entering EdD cohort of 12-15 new students and then grow this number to a cohort of 20 new student admitted for each fall semester. We also anticipate, given that the audience will be individuals who are working full-time, that the delivery of the EdD program will require hybrid approaches, evening classes, and summer course offerings. This represents a significant departure from the delivery of the PhD program which includes mostly full-time students and day-time course offerings. We anticipate that the required HESA core courses will be offered in a section only for EdD students (in other words, EdD students will not simply be added to PhD sections) and that we will offer advanced versions of several HESA classes that are listed as electives (e.g., introduction to student affairs, campus environments, diversity in higher education). These advanced versions are necessary given that we anticipate that most EdD students will be seasoned professionals working in higher education and student affairs.

The EdD program will be delivered by full-time faculty in the HESA program. To provide timely course offerings as well as separate sections of some courses for EdD students, the addition of one full-time

tenure track faculty member in HESA, at the rank of associate or full professor to assist with student advising, and a clinical faculty member to administer the program is the goal. The clinical faculty member would also teach in the EdD program and provide direction on all aspects of the program such as marketing, recruiting, and admissions, as well as providing assistance with course scheduling and facilitating the final scholarly document (described later) by providing advising, consultation and teaching a proposal writing class to prepare students for their exams and final scholarly document. Every EdD student will be assigned an advisor from among the eligible faculty, but we anticipate that cohort advising may also be done by the director of the EdD program. On occasion, we envision the need to hire adjuncts (e.g., Assessment in Student Affairs which is regularly taught in the summer).

Oversight of the EdD will include curriculum review and a student annual review process. The policies for oversight will be consistent with the current rules governing the Department of Educational Studies. The Graduate Studies Committee will provide oversight consistent with their role in all graduate degrees within the Department of Educational Studies.

Proposed EdD Curriculum-HESA Specialization Course Requirements

The proposed curriculum and course requirements for the HESA Specialization in the EdD program are consistent with provisions of the Graduate School and program handbooks. The number of credit hours is consistent with Graduate School policies for professional doctorates. The proposed HESA specialization is consistent with the requirements for the HESA PhD program and includes a broad outline of study in foundational theoretical areas in higher education administration and student affairs, applied research, a cognate area, and higher education and student affairs electives.

A minimum of 80 graduate hours beyond the baccalaureate degree is required to earn the EdD degree. A minimum of 50 graduate credit hours beyond the Master's degree is required for the Ed D degree.

Core Requirements (12 hours)

First Year Seminar (6 hours)

EDUCST	6891	Proseminar in Educational Studies I (3 credits)
EDUCCST	6892	Proseminar in Educational Studies II (3 credits)

Research Methodology (choose two*, 6 hours)

ESQREM	6641	Introduction to Educational Statistics (3 credits)
ESQREM	6625	Introduction to Educational Research (3 credits)
ESQUAL	8280	Qualitative Research in Education: Paradigms, Theories, & Exemplars (3 credits)
ESHESA	8895.32	Designing Qualitative Research in HESA Contexts (3 credits)

*must include one quantitative and one qualitative course.

Specialization Requirements (36 hours)

Required HESA Courses (18 hours)

ES HESA 7540	Higher Education Institutions and Core Academic Issues (3 credits)
ES HESA 8560	Legal Aspects of Higher Education (3 credits)
ES HESA 8515	Advanced Seminar in Theories of College Student Development (3 credits)
ES HESA 8552	Impact of College on Students (3 credits)
ES HESA 7564	Financing Higher Education (3 credits)
ES HESA 7576	Assessment in Student Affairs (3 credits)

Supporting Courses/Electives (choose 3, 9 hours)

[these courses may also constitute courses for a cognate]

ESHESA 7500	Introduction to Student Affairs (3 credits)
ESHESA 7512	Campus Environments (3 credits)
ESHESA 7513	Understanding Educational Organizations (3 credits)
ESHESA 7520	Diversity in Higher Education (3 credits)
ESHESA 7550	Women in Higher Education (3 credits)
ESHESA 7554	Admission and Retention (3 credits)
ESHESA 7558	Administering Service-Learning Programs (3 credits)
ESHESA 7562	Community Colleges (3 credits)
ESHESA 7568	Globalization and Public Good (3 credits)
ESHESA 7570	Internationalizing Higher Education (3 credits)
ESHESA 7578	Higher Education Governance and Policy Analysis (3 credits)
ESHESA 8895	Critical Race Theory (3 credits)
ESCFE 6410	Philosophy of Education (3 credits)
ESCFE 7222	History of Educational Policy (3 credits)
ESCFE 7224	Educational Policy Analysis in Contemporary Culture (3 credits)
ESCFE 7572	History of Universities (3 credits)
ESCFE 7574	Curriculum in Higher Education (3 credits)
ESCFE 8201	Social Foundations of Education (3 credits)
ESEPSY 7403	Motivation in Learning and Teaching (3 credits)
ESEPSY 7404	College Teaching (3 credits)
ESEPSY 7405	Cooperative Learning: Research and Practice (3 credits)
ESWDE 8911	Theoretical and Scholarly Perspectives on Workforce Development and Education (3 credits)
ESWDE 8932	Adult Learning Theory (3 credits)
ESWDE 7757	Aspects of Human Resource Development (3 credits)

Technology Requirement (3 hours)

ESETEC 6223 Issues and Practices in Educational Technology (3 credits)

External Cognate (minimum 6 hours)

Examples of Cognate Areas include:

- Organizational Behavior
- Leadership & Technology
- Sports in Education
- Human Development
- Educational Psychology
- 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

Final Document Research (minimum 6 hours)

ESHESA 8999 Dissertation or Thesis Research: Higher Education and Student Affairs

Section VII.17 of the Graduate School Handbook outlines that “Students in professional doctoral programs submit an original final document demonstrating original thinking and the ability to evaluate research in the field analytically. Students in professional doctoral programs are expected to follow document formatting standards of their disciplines. Each committee member indicates approval of the student’s final document by signing the Final Document Approval form that must be submitted to the Graduate School. The final version of the student’s final document is retained permanently by the student’s program. Final documents must not contain material restricted by publication.”

A final scholarly document is required to earn an EdD, with a HESA specialization. The format of the final project is determined by a committee comprised of the candidate, the candidate’s advisor, and two faculty members with graduate faculty status, consistent with the rules of the Graduate School. In addition to the final written product consistent with the scholarly standards in the Department of Educational Studies, candidates will also offer a public presentation of their final scholarly project.

Appropriate options for the scope and format of final document will be discussed among the candidate and the candidate’s advisor, with approval from the candidate’s committee. Examples of appropriate options include:

- Assessment project focused on need for data identified by an organizational entity (e.g., campus-based such as coming from a functional area or non-campus based such as professional association or state governing board) and addressing problems of practice.
- Action research project working collaboratively with campus-based group needing to solve a “problem.”
- Responding to a project proposed by an external partner identifying an issue or problem to be investigated. This capstone project may be designed by a small group of students, with individual students carving out specific areas to investigate independently.

In all cases, students will meet regularly with the director of the EdD program who will oversee and monitor progress on these projects. The final projects will be evaluated by the full-time tenure-track faculty in the HESA specialization.

All projects must be theory-based, address an issue of contemporary and practical relevance, and move toward advancing the field of higher education and student affairs.

Additional Requirements

Professional Doctoral Examination:

At the completion of coursework, prior to the beginning of the final scholarly project, student must complete a **Professional Doctoral Examination**. This examination is described by the Graduate School:

Students are required to take a professional doctoral examination testing the student's understanding of the theoretical and applied fundamentals of the field as well as the student's readiness to engage in a sustained clinical or professional experience. The timing of the professional doctoral examination is set in accordance with the requirements of professional preparation but generally precedes a sustained clinical or professional experience. Graduate Faculty Representatives do not serve on the professional doctoral examination.

The professional doctoral examination for all EdD candidates consists of identifying the problem the candidate anticipates researching during the final scholarly project phase of the EdD. The examination document constitutes the proposal for the research which would include identifying the problem, locating the problem in the scholarly literature and reviewing the literature related to the topic, and drafting a specific approach to studying the problem.

Residency Requirement:

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 must be completed at this university
2. A minimum of two consecutive pre-professional doctoral examination semesters or one semester and a summer session with full time enrollment must be completed while in residence at this university (full time in fall and spring semesters is 8 hours and 4 hours in summer; so residency can be met by 8 hours in spring + 4 hours in summer OR 4 hours in summer + 8 hours in fall)
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* the professional doctoral examination.

Time to Degree:

Professional doctoral degree requirements must be completed within five years after a student passes the professional doctoral examination.

NB: Students must be registered for a minimum of 3 hours during any semester during which any portion of an exam or defense takes place.

Appendix A

EdD Program: HESA SPECIALIZATION

Alignment of Curriculum with Learning Outcomes

Learning Outcomes	Courses in HESA Curriculum
Theoretical Foundations	Higher Education and Core Academic Issues; Legal Aspects of Higher Education; Advanced Seminar in Theories of College Student Development; Impact of College on Students; Understanding Educational Organizations; Campus Environments
Assessment, Research and Evaluation	Assessment in Higher Education; Introduction to Educational Statistics; Introduction to Educational Research; Qualitative Research
Diversity and Multiculturalism	Diversity in Higher Education; Critical Race Theory; Globalization and the Public Good; Internationalizing Higher Education; Women in Higher Education
Translation and Professional Practice	Financing Higher Education; Introduction to Student Affairs; Admission & Retention; Community Colleges; Administering Service-learning Programs; Higher Education Governance and Policy Analysis

Appendix B Sample Program Plan

Year 1

Fall Semester

EDUCST 6891	ProSeminar in Educational Studies (3)	(ES Core)
ESHESA 7540	Higher Education Institutions and Core Academic Issues* (3)	(HESA Core)

Spring Semester

EDUCST 6892	ProSeminar in Educational Studies II (3)	(ES Core)
ESHESA 8515	Theories of College Student Development* (3)	(HESA Core)

Summer Term

ESHESA 7576	Assessment in Student Affairs (3)	(HESA Core)
ESQREM 6625	Introduction to Educational Research (3)	(Research Core)

Year 2

Fall Semester

ESHESA 8560	Legal Aspects of Higher Education (3)	(HESA Core)
ESHESA 7564	Financing Higher Education (3)	(HESA Core)

Spring Semester

ESHESA 8552	Impact of College on Students* (3)	(HESA Core)
ESETEC 6223	Issues and Practices in Educational Technology (3)	(Technology Req.)

Summer Term

(Inquiry /cognate/elective)

(Inquiry /cognate/elective)

Year 3**

Fall Semester

(Inquiry /cognate/elective)

(Inquiry /cognate/elective)

(2-credit proposal writing class/professional examination preparation)

Spring Semester

(Inquiry /cognate/elective)

(Inquiry /cognate/elective)

(2-credits professional examination preparation)

Summer Term

Completion of Professional Doctoral Exam

Year 4

Fall Semester

ESHESA 8999 Dissertation Research

Spring Semester

ESHESA 8999 Dissertation Research

* Denotes EdD section of course already in PhD curriculum

** Residency requirement meet in Year 3

[proposal approved by HESA faculty February 13, 2015]



Higher Education and Student Affairs (EDUCST-ED, HEA)

Specialization leading to Doctor of Education in Educational Studies

Core Requirements (12 hours)

First Year Seminar (6 hours)

EDUCST 6891	Proseminar in Educational Studies I (3)
EDUCST 6892	Proseminar in Educational Studies II (3)

Research Methodology (choose two, one quantitative and one qualitative, minimum 6 hours)

ESQREM 6641	Introduction to Educational Statistics (4)
ESQREM 6625	Introduction to Educational Research (3)
ESQREM 8280	Qualitative Research in Education: Paradigms, Theories, & Exemplars (3)
ESHESA 8895.32	Designing Qualitative Research in HESA Contexts (3)

Specialization Requirements (36 hours)

Required Courses (18 hours)

ESHESA 7576	Assessment in Higher Education (3)
ESHESA 7540	Higher Education Institutions and Core Academic Issues (3)
ESHESA 8560	Legal Aspects of Higher Education (3)
ESHESA 8515	Advanced Seminar in Theories of College Student Development (3)
ESHESA 8552	Impact of College on Students (3)
ESHESA 7564	Financing Higher Education (3)

Supporting Courses (choose three, 9 hours)

ESHESA 7500	Introduction to Student Affairs (3)
ESHESA 7513	Understanding Educational Organizations (3)
ESHESA 7520	Diversity in Higher Education (3)
ESHESA 7550	Women in Higher Education (3)
ESHESA 7554	Admission and Retention (3)
ESHESA 7558	Administering Service-Learning Programs (3)
ESHESA 7562	Community Colleges (3)
ESHESA 7564	Financing Higher Education (3)
ESHESA 7568	Globalization and Public Good (3)
ESHESA 7570	Internationalizing Higher Education (3)
ESHESA 7578	Higher Education Governance and Policy Analysis (3)
ESHESA 8895	Critical Race Theory (3)

Minimum hours
post-MA/MS: 50

For More Information:
Department of Educational
Studies
122 Ramseyer Hall
29 West Woodruff Ave.
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ESCFE 6410	Philosophy of Education
ESCFE 7222	History of Educational Policy
ESCFE 7224	Educational Policy Analysis in Contemporary Culture
ESCFE 7572	History of Universities
ESCFE 7574	Curriculum in Higher Education
ESCFE 8201	Social Foundations of Education
ESEPSY 7403	Motivation in Learning and Teaching
ESEPSY 7404	College Teaching
ESEPSY 7405	Cooperative Learning: Research and Practice

Technology Requirement (3 hours)

ESETEC 6223	Issues and Practices in Educational Technology (3)
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External Cognate (minimum 6 hours)

Sample Cognate Areas:

Organizational Behavior

Leadership & Technology

Sports in Education

Human Development

Educational Psychology

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

Final Document Research (minimum 6 hours)

ESEADM 8999	Dissertation or Thesis Research: Educational Administration (3)
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Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.