

# Doctor of Philosophy - Higher Education


v 2 Graduate Program Change 2019-20


## I. General Information


Select *Program* below.


**Type of Program\***  Program  
 Shared Core


### \*\*Read before you begin\*\*

TURN ON help text before starting this proposal by clicking  in the top right corner of the heading. You will need to turn on help text again after any actions that refresh the page including after saving proposals, importing information, or running impact reports.

IMPORT curriculum data from the Catalog by clicking  in the top left corner. **Do not make any changes to any information until the proposal has been launched in Step 4.** Changes will only be tracked after proposal is launched. FILL IN ONLY fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking  in the top left corner. After launching the proposal, make all changes and fill in all additional fields.

Finish the launch of your proposal by clicking the icon  located in the Proposal Toolbox on left side at top. Make your decision, comment is optional, and click on "Make decision".

You can check the status of the proposal by clicking  in Proposal Toolbox to verify that the proposal has gone to the next step.

**College/ Department\*** Educational Psychology and Higher Education

**Degree Type\*** Doctor of Philosophy

**Program Type\*** Doctoral

**Program Title\*** Doctor of Philosophy - Higher Education

Program Code\* HEDXXXXPHD

## II. Program Changes

Are you changing admission requirements?\*  Yes  No

Are you changing course requirements?\*  Yes  No

Are you changing degree completion requirements?\*  Yes  No

Are you changing the primary instructional mode?\*  Yes  No

Are you changing program learning objectives?\*  Yes  No


If yes, describe changes to learning objectives:

**Provide a Brief Summary of Proposed Changes\*** With 2 new faculty in our program, we are now updating the language for the application process including more detail on our plan description and emphasis areas. We changed the admission date to allow our applicants to compete for GAs, revised the courses required to better integrate our new faculty expertise areas.

**Provide a rationale for each proposed change\*** The language update will be more clear communication of expectations for those applying to our program. The admission date will allow applicants a better chance to get financial assistantship, and the course changes will integrate the expertise of our new faculty into the degree offerings.

Follow these steps to build the new program curriculum:

### Step 1

Click on  "View Curriculum Schema." Edit existing cores or click 'Add Core' and name your core (please use a comparable degree program in the current graduate catalog as a template). Edit or add any descriptive text (do not add courses until Step 2). Descriptive text is generally used in the following cores: Plan Description, Plan Admission Requirements, Plan Requirements, Plan Graduation Requirements.

### Step 2

☰ There are two options for adding courses (see Step 3 to remove courses): "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

### Step 3

Click on ☰ "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 2. Select the courses you wish to add. For removing courses click on the ✕ and proceed.

**Do not make any changes to any information until the proposal has been launched in Step 4.**

#### Prospective Curriculum\*

### Plan Description

The Doctor of Philosophy – Higher Education is grounded in the concept that successful higher educational leaders must be well-informed and context sensitive professionals who make theory based, research supported, and data-driven decisions. The primary objectives of the program are to: Prepare students for administrative positions in community colleges, four year colleges, universities, and other public and private learning and policy environments; Prepare individuals for faculty positions in higher education; and Assist doctoral students in the development of skills in assessment and evaluation, research design, and quantitative and qualitative methodologies appropriate for leadership roles as faculty or administrators in higher and postsecondary education. Students can elect to specialize in any of four emphasis areas: university and community college leadership; higher education policy; intercollegiate athletic leadership; and student affairs leadership. For more information about your program, including your graduate program handbook and learning outcomes, please visit the Degree Directory.

### Plan Admission Requirements

Applications are available on the UNLV Graduate College website. Entrance to the Ph.D. program requires candidates to complete three steps. 1. Minimum admission requirements for UNLV's Graduate College include: Completed application for admission and the nonrefundable application fee; More information is available on the Graduate College website. 2. Additional materials each candidate must also upload with the application: Personal Statement of Professional Aspirations and research interests; A professional resumé or vita; Verification of experience in higher education or related field; Scores from the

Graduate Record Exam (GRE), or the Law School Admissions Test (LSAT) for the JD/PhD. Score should be no more than five years old;

Two letters of academic recommendation / professional reference;  
Evidence of writing ability; see this link for specific instructions. 3. After reviewing all materials, a select number of candidates will be invited for an interview with department faculty. The interview enables candidates to demonstrate their oral communication skills, commitment to continuing professional development, and to show their leadership, learning, and educational philosophy. Final admission will be based on evaluation of all application materials, including the interview. For specific information on the Department Educational Psychology & Higher Education's Higher Education Ph.D. programs, please visit the website. Applicants interested in receiving a graduate assistantship must complete the Graduate Assistantship Application found on the Graduate College website. Potential students should also inform the program or doctoral admissions coordinator of their interest in the program. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements. Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

## Plan Requirements

Total Credits Required: 66

## Course Requirements

### Required Core Courses – Credits: 15

**EDH 703 History of American Higher Education**

**EDH 709 Seminar in the Economics of Higher Education**

**[Before]or**

**EDH 710 Finance and Budgeting in Higher Education**

**EDH 715 Theory of Educational Organizations**

**EDH 738 Public Policy in Higher and Post-Secondary Education**

**EDH 705 HE Law-Doctoral**

**[Before]or**

**EDH 742 Academic Governance in  
Higher Education**

## **Required Research Courses – Credits: 12**

**EDH 707 Designing & Critiquing  
Research In Education**

**EPY 716 Evaluation Research Methods**

**[Before]or**

**EDH 730 Institutional Assessment**

**EPY 722 Inferential Statistics and  
Experimental Design**

**EPY 718 Qualitative Research  
Methodologies**

## **Research Elective Courses – Credits: 6**

Complete two of the following courses or others in consultation with your program of study chair.

**EPY 719 Advanced Qualitative Research**

**EPY 729 Qualitative Case Study  
Research**

**EPY 732 Multiple Regression**

**EPY 733 Multivariate Statistics**

## **Specialization Courses – Credits: 15**

Complete 15 credits from the following courses or others in consultation with your program of study chair.

**EDH 711 Marketing Institutions of  
Higher Education**

**[Before]EDH 712 Title IX and Gender Equity**

**[Before]EDH 713 Sport Governance & Policy**

**EDH 714 Understanding Minority  
Serving Institutions**

**EDH 719 Institutional Advancement**

**EDH 732 Readings in Administration of  
Higher Education**

**EDH 737 Ethical Dimensions of Higher  
Education Leadership**

**EDH 739 Organization Change &  
Innovation in Higher Education**

**EDH 740 Comparative and International**

### **EDH 740 Comparative and International Higher Education**

**EDH 750 Special Topics in Higher Education**

**EDH 780 Seminar: Teaching in Higher Education**

**EDH 791 Doctoral Independent Study**

### **Internship Course – Credits: 3**

**EDH 790 Doctoral Internship**

### **Prospectus Course – Credits: 3**

**EDH 796 Dissertation Proposal Preparation**

### **Dissertation – Credits: 12**

**EDH 799 Dissertation**

### **Degree Requirements**

Students must complete a minimum of 66 credit hours of approved course work with a minimum GPA of 3.00. Students without a background in statistics may take EPY 721 – Descriptive/Inferential Statistics, but the course will not count as credits toward the doctoral program. In consultation with their advisor, a student will organize a dissertation committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines. The doctoral comprehensive examination consists of two parts: A core examination and an individualized examination. Part I: Core examination: The core examination is offered twice a year (usually September and February). Students should take this examination as early in their programs as possible. Students are eligible to take the Comprehensive Examinations if they have passed all core courses with a "B-" or better. No student with anything less than a "B-" in any core course will be allowed to take the Comprehensive

**B-** In any core course will be allowed to take the Comprehensive Examination. A core course may be repeated, allowing the student an opportunity to earn a "B-" or better. To be eligible to take this examination, students must have completed the required core courses, the required research courses, and the methodology course. Each section of the comprehensive examination is taken over a two or three week period. Section One: Covers research design. It draws heavily on EDH 707 and the research core. Students are encouraged to integrate information from other methods courses into their answers. Information about this question is provided to students prior to the examination. Section Two: Affords student the opportunity to integrate basic historical, organizational, financial/economic, policy, and governance/legal perspectives into a discussion of their dissertation topic. Faculty members will meet with students prior to distributing this question to talk about specific, appropriate core areas that may be addressed in this section of the exam. The evaluation rubric is available for download from the department website. Students who do not pass a section of the comprehensive exams meet with their current advisor to discuss options and potential remedies. The purpose of the individualized examination is to help students fill in gaps in their knowledge base and to help them move forward into the dissertation stage of the program. All students are required to engage in an internship experience. Each internship is an individually designed, semester-long experience that can be repeated for credit for up to a maximum of 6 hours. Ordinarily, the internship is completed after the student has successfully passed the core comprehensive examination. There are three types of internships for doctoral students: Administrative, Teaching, and Research. Administrative internships enable students to apply theory to practice. Internship placements are available in a variety of professional settings including UNLV, the College of Southern Nevada, Nevada State College, the Nevada System of Higher Education administrative departments, as well as in neighboring institutions of higher education and government policy and business environments. These are challenging experiences in which students are expected to make meaningful contributions that advance the goals of the host site. Teaching internships are done under the supervision of a faculty member. Doctoral teaching assistants may team with a faculty member in a Master's course or teach undergraduate courses. Research internships are usually done with the student's doctoral chair. These internships allow students to team with a faculty member on a research-based project, which may entail design, data collection, analysis, or writing. Students must complete the residency requirement. Residency requirements are met following the completion of 42 credit hours, the comprehensive examinations, and by completing these outcomes: Completion of remaining course work, including research courses and electives. Combination of doctoral internships and/or independent studies, as advised by student's doctoral advisor. Successful completion of EDH 790 – Doctoral Internship and EDH 796 – Dissertation Proposal Preparation. Encouraged to complete a national presentation and/or a manuscript submitted for publication consideration. Students may use three credits of dissertation hours (EDH 799) towards their residency. Residency requirements and

successful completion of the comprehensive exams must be fulfilled prior to the dissertation proposal defense. Students must review an

outcomes checklist with their advisors prior to the proposal defense to verify completion of residency. Upon completion of residency students should have 9 to 12 dissertation credits remaining in the program of study.

## Plan Graduation Requirements

The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing their degree requirements. The student must submit and successfully defend their dissertation by the posted deadline. The defense must be advertised and is open to the public. After the dissertation defense, the student must electronically submit a properly formatted pdf copy of their dissertation to the Graduate College for format check. Once the dissertation format has been approved by the Graduate College, the student will submit the approved electronic version to ProQuest. Deadlines for dissertation defenses, format check submissions, and the final ProQuest submission can be found [here](#).

The [Degrees Directory](#) provides current and consistent degree information. Submission of this form indicates acknowledgment and understanding that every department is responsible creating and maintaining accurate and updated program information on the UNLV Degrees Directory.

If the changes included on this form impact the program handbook attach the updated handbook before submitting this form. If you need a Word version of the most recent handbook please email [GradCurriculum@unlv.edu](mailto:GradCurriculum@unlv.edu).

**Degrees Directory Program Entry\***  Check this box to acknowledge the above statement.

**Changes will be applicable to\***

Current students

New students

Both current and new students

**If applicable to current students, changes are**

Mandatory  Optional

**Effective Date\***

## III. Department Vote Information



**Date faculty voted on proposal** 11/8/2018

**Result of vote** 21-0

**Manner of vote** in person

#### IV. Unit Vote Information

**Date faculty voted on proposal** 9/28/2019

**Result of vote** 8-0

**Manner of vote** person

#### V. Graduate College Use Only

**Program Alerts**  
(E.g. This program  
is no longer  
accepting  
applications)

**Processing Notes**

**Acalog Processing  
Date**

**Initials**

#### VI. Registrar Use Only

**Processing Notes**

**PS Processing  
Date**

**Initials**