

DOCTORAL (Ph.D.) PROGRAM IN HIGHER EDUCATION

The doctoral program in higher education is designed for students who plan to be faculty members, university or college administrators, public policy analysts, and institutional researchers. Since the PhD is a research degree, the core objective of our program is to prepare professionals to conduct research and scholarship on many dimensions of higher education. Our program features small courses, hands-on research training, and individual mentoring by faculty. Students tend to be enrolled full-time, and can complete the program in four years.

Course Requirements

The higher education program's core curriculum encourages students to look to a variety of the social sciences (e.g., economics, political science, sociology, social psychology, organizational studies) for theoretical frameworks and research methods. To this end, doctoral students obtain a minor in a related discipline or interdisciplinary area and often pursue a master's degree in that field concurrently with the doctoral degree.

The higher education doctoral program is formally designated as a concentration within the PhD program in Administration and Policy Analysis (APA), which aims to produce leaders who will influence the nature of educational organizations. It prepares scholars, administrators, and policy analysts for these roles by developing the characteristics of educational leaders: the knowledge base to understand the societal and economic forces affecting complex organizations; the ability to question, analyze, and develop creative solutions to policy and operating problems; and the determination to make decisions in the face of conflict and ambiguity. As a result, higher education students gain insight into connections with K-12 education.

Higher education students take required courses for both APA and higher education. Working with faculty advisors, students have flexibility to tailor course selections to their needs and aspirations. Variations occur in APA students' choices of institutional focus (higher education, elementary or secondary schools, state or federal agencies); intended role (research, policy analysis, or administration); and disciplinary approach (sociology, economics, political science, etc.).

I. APA Core Courses

APA doctoral students are required to take one course in each of four core areas. The concentrations reflect major disciplinary and policy perspectives at the core of APA. The four-course requirement balances the need for students to acquire an understanding of these perspectives with the need for flexibility given students' varied backgrounds and aspirations. This core requirement should be considered a minimum core beyond which advisors will work with their students to obtain depth in specializations. Students can select additional courses in each of these four concentrations as well as in other concentrations of interest. Specialization is also achieved through the minor (or MA).

This is a preliminary list of courses identified in June, 2003. We will revise it periodically.

Economics	Sociology/Organizations	Policy	History
220a	210	220b	201
306a	220c	221a/b	220d
347	375a	323	265
	384	377	

APA doctoral students are also required to take courses that provide research skills:

Ed 331A and B Research Seminar
 Ed 423A Introduction to Research Design: Educational Administration and Policy Analysis
 Statistics Consult Advisor (2 Quarters)

II. Higher Education Core Courses

In addition to the above APA core courses, the Higher Education PhD concentration requires:

Ed 346 Research Seminar in Higher Education
 Ed 384 Advanced Topics in Higher Education

one course from either:

Ed 381x Multiculturalism in Higher Education
 Ed 382x Student Development and the Study of College Impact

and two electives from the following:

Ed 265	History of Higher Education
Ed 273	Gender and Higher Education
Ed 347	Economics of Higher Education
Ed 348	Comparative Higher Education Reform
Ed 349	Accountability and Higher Education
Ed 355x	Higher Education and Society (Cross-listed as Soc 355)
Ed 357x	Interdisciplinarity in Higher Education
Ed 417x	Research and Policy on Postsecondary Access
Ed 418	Field Research in Higher Education
Ed DiR	Community College as Agent for Educational Equity

strongly recommended, but not required, further courses in organizational theory, such as:

Ed 375A	Seminar on Organizational Theory
Ed 375B	Seminar on Organizations: Theory and Applications
Ed 377	Comparing Institutional Forms: Public, Private, and Nonprofit.
Ed 378	Topics in Organizational Adaptation

Faculty

Stanford professors who teach in the program are engaged in a variety of research projects. Ongoing projects include: organizational restructuring and institutional change in public colleges and universities; policy alignment and student transitions in the K-16 system; the impact of diversity on college student outcomes; and peer group influence on multicultural campuses. Higher Education faculty also conduct research and offer courses through a number of interdisciplinary programs at Stanford, including Feminist Studies and Comparative Studies in Race and Ethnicity.

Research Opportunities

Faculty projects within and beyond the Stanford Institute for Higher Education Research offer doctoral students the opportunity to conduct research and work closely with well-known scholars, as do collaborations with local research organizations such as the Carnegie Foundation for the Advancement of Teaching. For a list of SIHER research projects, see <http://siher.stanford.edu> and <http://ncpi.stanford.edu>.

Admissions

Admission to the PhD program is highly selective. Those applicants with impeccable academic credentials and relevant professional experience fare best in the admission process. We recommend that students visit the campus once they have been offered admission.

For Further Program Information, see <http://ed.stanford.edu/suse/programs-degrees/program-apa.html>

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