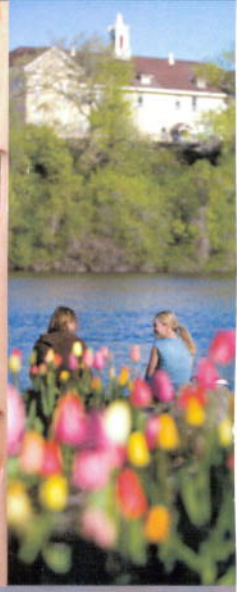




**ST. CLOUD STATE UNIVERSITY**  
HIGHER EDUCATION ADMINISTRATION  
DOCTORAL PROGRAM (Ed.D.)  
[www.stcloudstate.edu/hied](http://www.stcloudstate.edu/hied)



**SCHOOL OF GRADUATE STUDIES**  
[www.stcloudstate.edu/graduatestudies](http://www.stcloudstate.edu/graduatestudies)

# announcing

The mission of the Higher Education Administration doctoral program is to prepare higher education professionals for advanced leadership positions in a diverse array of post-secondary institutions. The program is driven by a commitment to excellence in teaching, learning, leadership development, and understanding the role the academy plays in a global society for creating and distributing knowledge.

## Welcome, and Thank You for Your Interest in the Ed.D. in Higher Education Administration!

Individuals currently holding, or interested in, senior-level leadership positions in higher education will find this program flexible and accommodating to their needs. This program is available on the St. Cloud campus and a weekend model of course delivery makes it a great choice for working professionals.

- The program is offered in a cohort model with all students progressing together through the curriculum.
- Students take six credits fall semester, spring semester, and during the summer sessions. Students will attend for nine semesters taking six credits per semester. Students will need to enroll for more than six credits in semesters in which they take independent dissertation research credits (HIED 899).
- Attendance in the summer is required.
- Courses will primarily be offered on weekends (Friday evening and all day Saturday) during the academic year. Summer courses offered in various formats.
- Most courses are offered consecutively during the semester so students are able to concentrate on one administrative topic at a time. This format allows students to take two courses per semester.
- Projected to 2012, there will be an annual need for 6,235 post-secondary administrators nationally, and 133 post-secondary administrators statewide.

### Program of Study

The Ed.D. in Higher Education Administration is 72 credits in length. Up to 12 credits may be transferred in from the student's master's degree.

Academic Year	Fall Semester	Spring Semester	Summer Session
Year One	HIED 800 (3 credits) HIED 807 (3 credits)	HIED 810 (3 credits) HIED 820 (3 credits)	HIED 801 (3 credits) HIED 802 (3 credits)
Year Two	HIED 809 (3 credits) HIED 811 or 821 (3 credits)	HIED 804 (3 credits) HIED 808 (3 credits)	HIED 806 (3 credits) HIED 812 or 822 (3 credits)
Year Three	HIED 803 (3 credits) HIED 805 (3 credits) HIED 899 (3 credits)	HIED 813 or 823 (3 credits) HIED 899 (3 credits)	Interdisciplinary (3 credits) HIED 899 (6 credits)

## making it happen

*improve.*

The Doctoral Program is organized around a set of transition points that serve as benchmarks within the program and provide for individual assessment and program accountability.

### Spring

Admission to the Ed.D. Program  
(Transition Point 1)

### Early Year Three

Dissertation Preliminary Exam is conducted  
(Transition Point 4)

### End of Year One

Written Preliminary Exam is conducted  
(Transition Point 2)

### End of Year Three

All/Some "Interdisciplinary" credits complete  
(depending on how many the student needs)  
Final Dissertation Defense  
(Transition Point 5)

### End of Year Two

All "Research" credits complete  
(Transition Point 3)

belong.

connect.

# Courses and Descriptions

## Core

### 21 credits

HIED 800 U.S. Higher Education – Development of higher education in the United States, focusing on historical and current perspectives and literature. 3 Cr.

HIED 801 College and University Leadership – Theoretical and applied aspects of higher education administration in 4-year and 2-year institutions. 3 Cr.

HIED 802 Planning and Policy Development in Higher Education – Analysis of higher education systems including local, state, and federal political, economic, and social influences that impact planning and policy development. 3 Cr.

HIED 803 Community Building – Purpose and function of university-community relations, alumni relations, foundation, and university advancement. 3 Cr.

HIED 804 Diversity and Social Justice in Higher Education – Examination of theory, policy, and practice as it pertains to diversity and social justice in U.S. institutions of higher education. 3 Cr.

HIED 805 Budgeting and Finance in Higher Education – Higher education budgeting and finance strategies, techniques, issues, and practices. 3 Cr.

HIED 806 Higher Education Law – Legal environment, and legal and ethical aspects of higher education including legal processes, analysis, and problems faced by institutions, faculty, staff, and students. 3 Cr.

### Concentration: Academic Affairs 12 credits

HIED 810 Organizational Theory in Higher Education Administration – Organization theory, including fundamental questions and approaches to the study of organizations. Key organizational processes including decision making, problem solving, communication, and change. 3 Cr.

HIED 811 Governance and Change in Higher Education – Theories and research pertaining to governance and change in higher education, including multicultural organizational development, planning for change, and strategies for implementing change. 3 Cr.

HIED 812 Curriculum and the Academic Program in Higher Education – Curriculum perspectives, procedures, and practices in higher education, including theory, planning, and design. 3 Cr.

HIED 813 Advanced Issues in Academic Affairs – Current and critical topics/issues facing academic affairs administrators, including problems and opportunities associated with this division. 3 Cr.

### Concentration: Student Affairs 12 credits

HIED 820 The College Student – Historical and contemporary view of the college student. 3 Cr.

HIED 821 College Student Development Theory – Student development and learning theories based on cognitive, psychological, typology, and person-environment perspectives. 3 Cr.

HIED 822 Organization and Administration of Student Affairs – Organizational structures and functions of student affairs divisions on college and university campuses. 3 Cr.

HIED 823 Advanced Issues in Student Affairs – Current and critical topics/issues facing student affairs administrators, including problems and opportunities associated with this division. 3 Cr.

### Research/Dissertation 21 credits

HIED 807 Research Design and Assessment in Higher Education – Foundation for research design, technology, and methods. Assessment, evaluation, accountability, and accreditation are also addressed. 3 Cr.

HIED 808 Quantitative Research Methods – Quantitative research including methods, design, statistics, measurement, databases, and computer software programs. 3 Cr.

HIED 809 Qualitative Research Methods – Qualitative research including approaches, methods, design, and computer software programs. 3 Cr.

HIED 899 Dissertation – Guidance by major advisor for dissertation writing, including preparation of the proposal, preliminary presentation to the committee, and final oral presentation to the committee. 12 Cr.

### Interdisciplinary 6-18 credits

Additional courses inside or outside of the Higher Education Administration program that support the student's career goals. Specific courses will be identified in consultation with the faculty advisor.

*“St. Cloud State University’s doctoral program in Higher Education Administration provides current and future college and university administrators an opportunity to learn about leadership in a rigorous and supportive learning environment that is designed for professionals. The Center for Doctoral Studies is a state-of-the-art facility, where experienced faculty work with and mentor doctoral students. The cohort model of delivery provides students with a supportive atmosphere for learning.”*

**Dr. Wanda Overland**  
Vice President for Student Life  
and Development  
St. Cloud State University

# emerging as leaders in the higher ed community

## Program Director (Ed.D)

**Dr. Michael R. Mills** is an Associate Professor and Director of Higher Education Administration and teaches courses in the M.S. and Ed.D. programs in Higher Education Administration. He arrived at St. Cloud State University in 2007, as the first doctoral faculty member in the Ed.D. program in Higher Education Administration. He received his doctorate in Higher Education Administration from the University of Michigan. Dr. Mills has spent 15 years teaching Higher Education Administration, and 10 years as a higher education administrator, on a variety of college/university campuses. His research interests include governance and policy issues, organizational culture and identity, sensemaking in organizations, and policy implementation in colleges and universities.

## Faculty

**Dr. Christine M. Imbra** is a Professor of Higher Education Administration and teaches courses in the M.S. and Ed.D. programs in Higher Education Administration. She received her doctorate in Educational Policy and Administration, with emphases in leadership and higher education, from the University of Minnesota in 1998 – she joined the faculty at St. Cloud State University in 1999. Dr. Imbra has worked on college and university campuses for 16 years and has held a variety of campus leadership positions throughout Minnesota. Most notably, she served as the first director of the Minnesota Center Against Violence and Abuse, the only center of its kind in the country, located at the University of Minnesota. She also served as Interim Assistant Vice President for Outreach and Planning at St. Cloud State University. Dr. Imbra's research interests include women in leadership, and moral development.

**Dr. Daniel P. Macari** is an Assistant Professor of College Counseling and Student Development. He teaches courses in college counseling and student development, and higher education administration, and is the Graduate Coordinator for the College Counseling and Student Development program at St. Cloud State University. He received his doctorate in Counseling and Educational Psychology from the University of Nevada. Dr. Macari has worked in the field of student development for more than 11 years. Prior to arriving at St. Cloud State University he was employed in the community college setting as a counselor working with disabled and at-risk students. Dr. Macari has written and presented on issues facing nontraditional students in higher education.

**Dr. Gabriela Judith Silvestre** is an Assistant Professor of Higher Education Administration and teaches courses in the M.S. and Ed.D. Programs in Higher Education Administration. She joined the Higher Education Administration Program in 2008. She received her doctorate in Administrative and Policy Studies in Education at the University of Pittsburgh. She has worked as faculty and administrator for over 10 years, and has been involved in several endeavors supporting and enhancing diversity in higher education institutions. Her research interests include policy analysis in higher education, faculty issues in contexts of reform policy implementation, sense-making in organizations, and policy design and implementation in higher education institutions.

## Affiliated Faculty

**Dr. Heather W. Hackman** is an Associate Professor in the Department of Human Relations and Multicultural Education at St. Cloud State University. She teaches courses in social justice and multicultural education, heterosexism and homophobia in the U.S., race and racism in the U.S., and oppression and social change. She received her doctorate from the University of Massachusetts at Amherst in 2000, and has been teaching at St. Cloud State University since obtaining her doctorate. Dr. Hackman has consulted locally and nationally on issues of racism and white privilege, LGBT issues in education, and power issues in education. Dr. Hackman's areas of research include social justice education theory and practice, LGBT issues in multicultural education, and E-12 professional development around anti-racism and white privilege education.

**Nancy J. Joyer, J.D.** is an Assistant General Counsel for the Minnesota State Colleges and Universities System. She teaches the higher education law course in the Ed.D. programs in Higher Education Administration. She has practiced higher education law for eighteen years and her practice includes both preventative law and litigation. She has appeared before the Minnesota Supreme Court, Minnesota Court of Appeals, state and federal district courts, and state and federal administrative agencies. Ms. Joyer earned her juris doctorate with honors from William Mitchell College of Law.

**Dr. Kathryn Mayhew** is an Associate Professor in the Counselor Education and Educational Psychology Department. She teaches courses in research methods, human development, and family, school and organizational partnerships. She earned a doctorate from Iowa State University and has been on the St. Cloud State faculty since 1998. She has expertise in the statistical analysis of complex processes and researches financial strain, family functioning, substance use and parent-adult child relationships.

**Dr. Robert Murphy** is a professor in the Department of Counselor Education and Educational Psychology and currently teaches courses in statistics, research and stress management. He received his doctorate in Experimental and Physiological Psychology from the University of Tennessee and has been teaching at St. Cloud State University since 1970. During this time he has been awarded several post doctoral fellowships and grants to fund his research. Dr. Murphy has presented and published extensively in the areas of behavior analysis, behavior medicine and health, and research design and data analysis.

**Dr. Susan Parault** is an Assistant Professor in the Counselor Education and Educational Psychology Department. She teaches courses in research methods, educational psychology, assessment and human development. She received her doctorate in Educational Psychology from the University of Georgia. She arrived at St. Cloud State University in 2007. Prior to that she was an Assistant Professor of Human Development at the University of Maryland, College Park. Her research interests include language development and reading acquisition with a specific focus on children's vocabulary learning skills.



serve.

# admissions

Applicants are admitted each spring, with coursework beginning the following fall. Applications must provide evidence of:

- Successful completion of a bachelor's degree with transcripts of all undergraduate work showing an overall GPA of 3.0 or higher.
- Successful completion of a graduate degree with transcripts of all graduate work showing an overall GPA of 3.5 or higher.
- Graduate Record Examination (GRE) scores with a minimum score of 500 on both the quantitative and analytical sections.
- Having met a minimum score on one of the requirements does not exempt the applicants from the other entrance requirements. **All applicants must submit a GRE score.**

## Admission Materials to Submit

- Doctoral admission application and a \$40 non-refundable application fee.
- One official transcript from each undergraduate and graduate institution attended.
- Graduate Record Examination (GRE) scores. Official copy if available.
- Three letters of recommendation.
- A resume or vita of career progress and professional accomplishments.
- A sample of professional writing which may consist of a masters research paper or thesis, published article, a paper prepared for presentation at a professional conference, or a similar document (photocopies are acceptable).
- Essay - A personal statement discussing professional experience and goals, including how the applicant's educational experience has prepared him/her for success in a doctoral program (limit to three single-spaced pages).

## Application Deadline

- All application materials must be submitted by March 15.
- Interviews with doctoral program faculty will be required.
- Applicants will be notified of an admission decision by June 1st.

*The cohort model provides me with an opportunity to network and to build relationships with my peers in the field. The streamlined curriculum, course sequence, and applied approach enhance the depth of my learning and engagement. The faculty is knowledgeable and dedicated, and I feel the SCSU community is very supportive of my success.*

*Teresa Lamo-Nelson  
Doctoral Student, Higher  
Education Administration  
St. Cloud State University*

learn.

succeed.

achieve.



**we invite prospective Ed.D. students  
to contact us for additional  
information or a visit**

### Academic Questions

Dr. Michael Mills  
A281 Education Building  
Phone: 320.308.3730  
Fax: 320.308.4221  
E-mail: [mrmills@stcloudstate.edu](mailto:mrmills@stcloudstate.edu)  
Web site: [www.stcloudstate.edu/hied](http://www.stcloudstate.edu/hied)

### Admission Questions

Ms. Annette Day  
School of Graduate Studies  
Phone: 320.308.2113  
Fax: 320.308.5371  
E-mail: [graduatestudies@stcloudstate.edu](mailto:graduatestudies@stcloudstate.edu)  
Web site: [www.stcloudstate.edu/graduatestudies](http://www.stcloudstate.edu/graduatestudies)

*You can request application materials today.*

*Phone 320.308.2113*

*Toll free 1.800.369.4260*

*E-mail  
[graduatestudies@stcloudstate.edu](mailto:graduatestudies@stcloudstate.edu)*

## consider our value

### Tuition/Financial Aid

- Doctoral tuition is \$475 a credit.
- Our doctoral tuition is among the lowest in the Midwest.
- The School of Graduate Studies is committed to helping students meet the cost of receiving an SCSU education.
- Graduate assistantship positions are available each academic year.
- Graduate assistants admitted to the Ed.D. program will work 20 hours per week for \$15,000 during the academic year with faculty members in either administrative, instruction, and/or research roles. There is the possibility that graduate assistantships can be extended year-round (including Summer).

*\*Tuition/Financial Aid amounts are subject to change.*

*Please visit [www.stcloudstate.edu](http://www.stcloudstate.edu) for possible changes.*

*MnSCU employees are encouraged to discuss with their union representative and Human Resources office if tuition waiver benefits will be available.*

inspire.



challenge.

The Ed.D. is offered through the School of Graduate Studies and the College of Education.

**Graduate Dean:** Dr. Dennis Nunes

**COE Dean:** Dr. Glen Palm



## ST. CLOUD STATE UNIVERSITY

St. Cloud State University values diversity of all kinds, including but not limited to race, religion and ethnicity (full statement at [bulletin.StCloudState.edu/ugb/generalinfo/nondiscrimination.html](http://bulletin.StCloudState.edu/ugb/generalinfo/nondiscrimination.html)).

TTY: 1-800-627-3529 SCSU is an affirmative action/equal opportunity educator and employer.

This material can be made available in an alternative format. Contact the department/agency listed above.