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Executive higher education doctoral programs in the United States: A demographic market-based analysis

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EXECUTIVE HIGHER EDUCATION DOCTORAL PROGRAMS IN THE UNITED STATES: A DEMOGRAPHIC MARKET-BASED ANALYSIS

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ABSTRACT

Aim/Purpose	Executive doctoral programs in higher education are under-researched. Scholars, administers, and students should be aware of all common delivery methods for higher education graduate programs.
Background	This paper provides a review and analysis of executive doctoral higher education programs in the United States.
Methodology	Executive higher education doctoral programs analyzed utilizing a qualitative demographic market-based analysis approach.
Contribution	This review of executive higher education doctoral programs provides one of the first investigations of this segment of the higher education degree market.
Findings	There are twelve programs in the United States offering executive higher education degrees, though there are less aggressively marketed programs described as executive-style higher education doctoral programs that could serve students with similar needs.
Recommendations for Practitioners	Successful executive higher education doctoral programs require faculty that have both theoretical knowledge and practical experience in higher education. As appropriate, these programs should include tenure-line, clinical-track, and adjunct faculty who have cabinet level experience in higher education.
Recommendation for Researchers	Researchers should begin to investigate more closely the small but growing population of executive doctoral degree programs in higher education.
Impact on Society	Institutions willing to offer executive degrees in higher education will provide training specifically for those faculty who are one step from an executive position within the higher education sector. Society will be impacted by having someone that is trained in the area who also has real world experience.

Future Research	Case studies of students enrolled in executive higher education programs and research documenting university-employer goals for these programs would enhance our understanding of this branch of the higher education degree market.
Keywords	higher education, executive, graduate programs

INTRODUCTION

Although executive-style graduate degrees in higher education are a relatively new phenomenon, the concept of incorporating education into one's existing routine is relatively well established in the United States. Today, executive-style graduate degrees allow working professionals to pursue additional credentials without drastically restructuring their lives or suspending their careers, as opposed to the traditional model of focusing primarily on acquiring education and secondarily on other concerns, such as employment. The purpose of this article is to provide one of the first demographic market-based analyses of executive higher education programs in the United States. This article gives an overview of the history and benefits of non-traditional education in the United States, focusing particularly on the development of executive graduate programs in higher education. Both executive and executive-style graduate programs in higher education are compared and discussed, leading to recommendations for scholars, institutions, and practitioners.

HISTORICAL DEVELOPMENT OF EDUCATION AT THE STUDENT'S CONVENIENCE

According to the California Distance Learning Project (2011), the executive educational model mirrors a movement that began in the mid-nineteenth century both in the United States and across Europe. At this time in history, various distance learning opportunities arose, primarily benefitting individuals who were unable to attend traditional institutions due to employment, disability, gender restriction, or a local lack of educational facilities. Caruth and Caruth (2013) wrote that the benefits of nineteenth and early twentieth-century distance education to underserved students, including women, working professionals, and those who lived in rural areas, were not accidental. Indeed, some of the earliest founders of the university extension movement, such as Richard Moulton of Cambridge University and Chicago University, deliberately championed distance education as a means of helping universities serve unreached students. While the earliest distance education program offerings focused on such vocational skills as shorthand, by the latter half of the nineteenth century American universities had begun offering degree programs by distance, as well.

As might be expected, the California Distance Learning Project (2011) reported that, as correspondence education became increasingly common, issues of quality control and ethics surfaced. By 1915, college and university distance programs were separately accredited by the National University Extension Association, a newly founded organization whose mission was "to develop and advance ideals, methods, and standards in continuing education and university extension" (National University Extension Association, n.d.). In 1926, the National Home Study Council was created as a means of regulating quality and providing oversight for distance education, first at the vocational level but later at the university level when it was recognized as an accrediting agency in the 1950s ("National Home Study Council," n.d.).

The expansion of technology in the early twentieth century created a variety of course modalities for distance students, according to the California Distance Learning project (2011). With the increasing popularity of radio, television, teleconferencing, and, eventually, the internet, distance education gained a new set of tools. With the advent of the internet, colleges and universities eventually began to offer entire degree programs online. By 2013, the National Center for Education Statistics (2016) reported that approximately 27% of all American college students had taken at least one online course. Over half the number of students who had taken online courses had combined distance education with traditional, face-to-face courses. Thus, while entirely distance or online programs are available today, students more commonly opt to supplement residence-based programs with online courses than to undertake strictly distance programs.

STUDENT PERCEPTIONS OF THE BENEFITS OF ONLINE AND EXECUTIVE-STYLE GRADUATE PROGRAMS

According to a study conducted by Rafferty and Anderson (2013), graduate students who elected to enroll in the executive, primarily online version of a graduate program also offered on campus expressed "the same feeling of satisfaction for their learning experience as students in onsite-learning environments" (pg. 77). The two versions of the program differed only in mode of delivery; the curriculum and instructors were identical between the executive and traditional versions of the degree program.

Acknowledging the student perceptions of online, executive, and traditional programs as equally effective in promoting learning, Rafferty and Anderson (2013) noted the tendencies of students to place particular value on the input of their instructors. Consequently, they recommended that faculty members adopt a set of best practices for online students, including

- ensuring frequent communication and feedback between instructors and students;
- recognizing the susceptibility of students to feel isolated and detached during an online-learning experience;
- mitigating the consequences of separation in time and space;
- guiding desirable behaviours and nurturing active involvement between online students;
- understanding the need for reflection during and after the online learning experience; and
- providing mechanisms for students to understand how their professional growth and achievement are related to their online coursework over time. (p. 80)

MODERN PROGRAM DELIVERY AND REQUIREMENTS FOR GRADUATE DEGREES IN HIGHER EDUCATION

According to Underwood and Austin (2016) graduate programs in higher education have undergone significant changes between the years 2011 and 2014. While fully traditional, face-to-face offerings are still present at a majority of institutions, online and technology-assisted courses are becoming increasingly common. Fully online programs are also increasing in popularity. While not all of these programs can conceivably be targeted toward mid- or senior-level professionals, the growing popularity of flexible programs and course offerings within them certainly facilitates the participation of working professionals.

In addition to the shifts in program delivery, Underwood and Austin (2016) have reported changes in the program requirements for higher education graduate degrees. At the master's level, "a marked decline in the number of programs requiring a thesis/research project as an option has occurred between 2011 and 2014, while the number of programs offering supervised practice and portfolios has increased" (pg. 329). Similarly, Underwood and Austin noted decreasing credit hour requirements for both master's and doctoral programs, along with a number of doctoral programs that did not require research projects or dissertations.

These diminishing requirements at the doctoral level may indicate that those seeking doctoral degrees in higher education are not seeking education as an end in and of itself; rather, they may be earning terminal degrees in order to advance their careers. (This can be inferred from the explicitly stated goals of programs designed to train mid- and senior-level higher education professionals). Rather than pursuing theory and research methodologies to build skills and the knowledge base requisite to their future careers, students who are already established in their careers may be pragmatically obtaining the credentials they need in order to achieve positions of greater responsibility and reward. Regardless of the potential motivations of students, however, graduate programs in higher education are undeniably moving in a direction that facilitates such pragmatism.

THE EXECUTIVE GRADUATE DEGREE IN OTHER FIELDS

Executive graduate degrees are not only available for those studying higher education. According to Forbes (2013), executive MBA degrees are designed for business managers who wish to advance their careers. These programs differ from traditional MBAs in several key ways; executive-style MBAs require strict schedules, generally employ cohort models, and may include a curriculum with few or no electives. Despite the lack of flexibility inherent to the schedules and curricula of these programs, they offer current executives the opportunity to earn credentials applicable to their future careers without disrupting their present positions. Indeed, the overwhelming majority of executive MBA students are financially supported by their employers throughout the course of their studies.

The executive graduate degree has found its way into a variety of fields beyond higher education and business, as well. Virtually any field containing active, upwardly mobile mid-career-level professionals is fertile ground for an executive graduate program. For example, institutions such as Brown University (n.d. a) and Harvard University (2016) offer executive master's degrees in cybersecurity. Executive graduate degrees in healthcare leadership or administration are available from a number of institutions, including Brown University (n.d. b) and the University of Southern California (2017). Finally, Columbia University (2017) and the University of Pennsylvania (n.d.), among other universities, offer executive graduate programs in technology management.

HIGHER EDUCATION GRADUATE DEGREES FOR THE WORKING PROFESSIONAL: A COMPARISON OF EXECUTIVE-STYLE PROGRAMS

To accommodate working professionals already in the field of higher education, some universities now offer executive or executive-style graduate degrees, which students may earn as they continue their present careers. These programs vary in organization and style by university, but all executive-style graduate degrees in higher education are non-traditional in some manner. In the United States, there are twelve universities that explicitly offer an executive doctorate in higher education; these are discussed below. A number of other universities offer programs that do not utilize the nomenclature of "executive" in their program titles and are marketed toward working professionals but that could, nonetheless, accommodate their needs; these are referred to as *executive-style* programs, although not the subject of this study and beyond its scope. The authors of this paper have included a table in the Appendix that outlines the characteristics of executive-style doctoral higher education programs. While executive programs are all designed to target or accommodate working professionals, they vary in cost, program duration, number of graduate credits required, and residency requirements. Each program is discussed below and, for easier reference, depicted in Table 1 for comparison.

SPECIFIC EXECUTIVE PROGRAMS IN HIGHER EDUCATION

University of Alabama (EdD)

The University of Alabama (2014) offers an executive EdD in higher education administration that is delivered through intensive, monthly weekend courses and a cohort model. The program requires a total of 66 credits, including those for the dissertation. Assistantships are available through the school, though employed students would not realistically be able to benefit from them. Scholarships, however, are available and of practical use to employed students. Tuition is approximately $18,000 per year (which includes three semesters) for the first two years, then $8,000 for the final year (during which students will write their dissertations.) These figures include the program's study abroad experience, minus associated airfare costs, as well as books, lodging, and meals when students are on campus. The program selectively admits small numbers of students each year; targeted students have "strong academic preparation" and "leadership potential," but are not required to be already employed in higher education.

George Washington University (EdD)

George Washington University (n.d.) offers an executive EdD in higher education administration delivered via a combination of evening, weekend, and online classes (core courses are offered once a month, on weekends.) This university does not employ the cohort model; the program accommodates both part-time and full-time students at once, on different schedules. George Washington University's EdD requires at least 53 credits and a dissertation. Tuition is listed as $1,120 per credit hour. Scholarships and endowments (primarily merit-based) are available, as are fellowships. George Washington University markets this program toward working professionals, offering a more flexible schedule to accommodate them than most other executive-style programs.

University of Miami (EdD)

The University of Miami (2015) offers an executive EdD in higher education, delivered through intensive cohort-model courses on weekends (Friday-Sunday.) The program is three years long and requires 60 credits; a dissertation is mandatory. As the university "explicitly assumes" that students are working professionals, it does not offer graduate assistantships. However, need-based financial aid is available. The University of Miami caters only to those who have college or university work experience; this is an admission requirement.

University of Georgia (EdD)

The University of Georgia (2016) offers an executive EdD delivered through eight annual weekend meetings and two eight-day trips abroad during the summer (to the Netherlands and China.) This program, like most other executive EdD programs, utilizes a cohort model. The university requires fifty-two credits and a dissertation. Students are ineligible for assistantships or tuition assistance programs (as per the board of regents,) so they must either pay their own tuition or seek help from their employers. Tuition is levied at $354 per hour (in-state) or $1004 per hour (out of state.) This program is explicitly designed to serve mid- and senior-level administrators in higher education; the university requires a letter of recommendation from each prospective student's employer, ensuring that the exclusive program will serve only those for whom it is intended.

University of Pennsylvania (EdD)

The University of Pennsylvania (2016) offers an executive doctorate (EdD) delivered through short campus sessions, generally once per month over a weekend. The program includes a 1-2 week international experience during the summer. Although the program does not publish its credit requirements, a dissertation is clearly mandatory. Tuition is $25,098 per term (in this tightly structured program, there are six terms.) This fee is virtually comprehensive, including actual tuition, course materials, and lodging and meals when students meet on campus. The university does not offer scholarships, assistantships, or fellowships for executive students, recommending instead that students finance the degree through their employers, independently, with student loans, or by means of private scholarships. This program is described as "highly selective," primarily serving executives and administrators at senior levels. Historically, the program has also been quite racially diverse.

Jackson State University (EPhD)

Jackson State University (2016), a Historically Black University, offers an executive doctorate in urban higher education, delivered through monthly, weekend on-campus meetings. The program employs a cohort model. Sixty credits are required (including a dissertation,) but students must transfer in at least twelve. The university lists current in-state tuition rates as $7,294.50 per semester. This program, however, is 24 months long and it has three semesters per year. Tuition and fees include lodging and meals when students come to campus. Students are assumed to finance the degree through loans, independently, or (possibly) with the help of an employer. The program allows 15-25 students per cohort, and is targeted toward current administrators with significant experience.

University of Southern California (Global Executive EdD)

The University of Southern California (n.d.) offers an executive doctorate in higher education, delivered through intensive, week-or-two long meetings primarily in Los Angeles, but including several in Hong Kong and Doha, Qatar. There are nine meetings over the course of the 25-month degree, totaling 11 weeks of face-to-face time. Although the University of Southern California does not specify the number of graduate credits required, a dissertation is clearly mandatory. The program's tuition is given as an estimated $125,000, which includes tuition, fees, books, lodging, and most meals (but not transportation to the meeting sites.) Students may finance individually or with the assistance of their employers, as the university does not offer financial assistance. The program targets education administrators, both at the post-secondary level and at other levels. Because the program is marketed as "global," it attracts students from many different countries.

Gwynned Mercy University (EdD)

Gwynned Mercy University (2016), a Catholic institution, offers a cohort-based executive EdD in education leadership, delivered primarily online, but with three different residency periods (two on the Pennsylvania campus and one internationally.) Students may focus on higher education, special education, or pre-K-12 education. The program requires at least 54 credits and a dissertation. Currently, tuition for this program is $920 per credit hour; financial aid is available through the university, but primarily at the undergraduate level. Gwynned Mercy University is not highly specific about its target demographic for executive EdD students, but it does require them to have at least three years of relevant professional experience in their fields.

Ohio University (EdD)

Ohio University (2016) offers a cohort-based Executive EdD, delivered via weekend meetings. The program requires 60 credits and a dissertation. Executive EdD students at Ohio University appear to enjoy tuition rates that do not differ widely from those of other graduate programs ($837 per graduate credit hour for in-state students,) as the university does not specify unique fees or rates for this program. The university also offers scholarships and fellowships. Established in 1982, this executive EdD program targets working professionals.

University of Pittsburgh (EdD)

The University of Pittsburgh (2016) offers an executive EdD, delivered to student cohorts in an "executive and hybrid" fashion. In this three-year program, 90 credits are required, 30 of which must be transferred from a previous master's degree. A dissertation (with a practical emphasis) is also required. Executive EdD students at the University of Pittsburgh are charged similar tuition rates to their other graduate student counterparts; currently, for Pennsylvania residents, tuition is $858 per credit (plus additional fees.) There are scholarships and fellowships available through the department. The program is designed for mid-career professionals.

Old Dominion University (Executive EdD with concentration in education leadership – can be higher education)

Old Dominion University (2016) offers an Executive EdD in Educational Leadership, delivered through hybrid courses, videoconferencing, and limited on-campus meetings. This degree allows students to focus on higher education concerns, but it is also open to PreK-12 educational leaders. The school requires 60 credits and a dissertation. Old Dominion University is unique in its financial structure for executive EdD students; these students receive a 25% tuition discount (from regular graduate rates of $478 per credit, in state.) The program targets working professionals.

Table 1. Program comparison by features (see References for URL of website)

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
University of Alabama (2014)	Similar to other graduate programs (per semester; program includes summer semester)	Yes	Primarily by distance; limited on-site meetings	66	Yes	Those with strong academic credentials and leadership ability	4 full professors 3 associate professors 4 assistant professors
George Washington University (n.d.)	Similar to other graduate programs offered	Yes	Evening, weekend, and online	53	Yes	Working professionals	2 full professors 3 associate professors 1 assistant professor 1 visiting professor
University of Miami (2015)	$1850 per credit hour (varies from other programs because no assistantships are offered to cover tuition)	Yes	Weekend	60	Yes	Working professionals (professional work experience is an admission requirement)	4 "core faculty" 10 "professional faculty" 7 "departmental support faculty"
University of Georgia (2016)	Similar to other graduate programs offered	No	Limited weekend meetings and trips abroad	52	Yes	Mid-career professionals	11 tenured/tenure-track faculty, including director; 3 adjunct professors (Executive EdD has its own director)
University of Pennsylvania (2016)	Tuition includes a substantial program fee	No	Short, monthly meetings	Unclear	Yes	Working executives and higher education leaders	4 full professors 1 associate professor 1 practice professor 3 senior fellows 8 affiliated faculty

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
Jackson State University (2016)	Similar to other programs per semester, but has three semesters per year	No	Monthly weekend meetings	60	Yes	Current administrators with significant experience	4 full professors 4 associate professors 2 adjunct professors 1 visiting professor 1 director of testing and assessment
University of Southern California (n.d.)	Special program costs (about $125,000 total)	No	Periodic week-long meetings (domestic and international)	Unclear	Yes	Education administrators (both post-secondary and other)	15 total faculty; 7 experts in higher education (faculty ranks not accessible)
Gwynned Mercy University (2016)	Similar to other graduate programs	Yes	Primarily online, with short residency periods	54	Yes	Students with at least three years of relevant experience	1 associate professor
Ohio University (2016)	Similar to other graduate programs	Yes	Weekend meetings	60	Yes	Working professionals	1 full professor 5 associate professors 2 assistant professors
University of Pittsburgh (2016)	Similar to other graduate programs	Yes	Distance and hybrid courses	90 (must transfer 30)	Yes	Mid-career professionals	2 assistant professors
Old Dominion University (2016)	Special discount for this program (25% tuition reduction from regular graduate rates)	Yes	Hybrid courses and limited on-campus meetings	60	Yes	Working professionals	Unclear from the university website

EXECUTIVE-STYLE PROGRAMS THAT ARE NOT DESCRIBED AS EXECUTIVE

In addition to the executive doctoral programs listed in this paper, there are a number of similar doctoral programs in higher education (clearly designed or adaptable for working professionals) that do not claim the title *executive*. Although each of these programs is unique in its organization and practices to accommodate students, individuals already employed in higher education administration could feasibly earn relevant terminal degrees from any university listed here. These executive-style programs are listed in the Appendix for reference.

RELEVANCE OF EXECUTIVE GRADUATE PROGRAMS IN HIGHER EDUCATION

According to Quinn (2007), the well-documented leadership crisis in higher education is not limited to single levels of leadership, such as the presidency, nor is it limited to particular institution types, such as the community college. Rather, there is a shortage of qualified leadership candidates in many different areas of academe and, due to recent estimations of retirement rates for administrators, this shortage may soon worsen.

IMPLICATIONS FOR INSTITUTIONS AND ADMINISTRATORS

In order to continue successfully, colleges and universities should develop strategies to prepare their future cabinet level leadership. One solution that appears to be tailored specifically to the problem of retiring leaders and a paucity of replacements is the executive degree in higher education. If they make use of the executive doctorate in higher education, colleges and universities interested in securing future leadership may select and train promising mid- or senior-level executives to assume higher levels of responsibility in the institutions in which they are currently employed.

This approach is potentially advantageous both to university-employers and to administrator-employees. Institutions who are willing to invest in the executive doctorate for their employees may build employee loyalty and a sense of obligation; even if institutions do not provide funding for their employees to pursue terminal degrees in education leadership, they will still benefit from better trained administrators who are able to fill positions of greater responsibility as they become vacant. Employees who are funded by their university employers in pursuit of the executive doctorate benefit, of course, from the advantages of a terminal degree without financial strain. They may also benefit from the opportunity to rise within their own institutions, where they are already familiar with the institutional culture, free from any career interruptions.

RECOMMENDATIONS

As there are only twelve institutions that use the nomenclature of "executive" to describe their higher education doctoral programs in the United States, it may be difficult, time-consuming, and costly for students to travel to the universities that offer these programs, even though residency periods are typically very short and limited. It would likely benefit both administrator-students and university-employers to have more executive programs available in locations nearby. (Many of the existing executive and executive-like programs are concentrated in the southeastern portion of the country, making it more difficult for students outside that region to travel to their program sites). As there is likely to be an increase in demand for leadership education, universities may also benefit from offering programs that are increasingly sought by students and their employers.

In order for universities to offer executive doctorates in higher education, however, they must be prepared to offer a program that differs in structure and organization from a traditional program. Faculty must be prepared to adjust themselves to the needs of working professionals, which will likely necessitate intensive weekend and evening classes, as well as online courses and modules. In response to these demands, the eleven universities specifically listing the number of faculty members involved in their executive higher education programs averaged ten faculty members (Old Dominion

University did not specifically list the faculty members affiliated with its executive higher education program). Most of these faculty members were tenured or tenure-track professors, but there were a number of adjunct professors, as well. Some universities, such as the University of Southern California and the University of Miami, employed faculty members from other disciplines to achieve their program goals.

In consideration of the intensive teaching and advising schedule necessitated by executive programs, it would be reasonable to conclude that an executive doctoral program would require the support of multiple faculty members, as most of these programs have. Unfortunately, the number of faculty members needed to operate such programs might pose a problem for universities considering launching them. To ease the burden on higher education faculty and facilitate program creation, additional faculty lines may need to be developed. Successful executive higher education doctoral programs require faculty that have both theoretical knowledge and practical experience in higher education. As appropriate, these programs should include tenure-line, clinical-track, and adjunct faculty who have cabinet level experience in higher education. Additionally, faculty members from other disciplines may supplement and assist professors who specialize in higher education depending on the focus of the individual program, the faculty's executive and research experience in higher education.

CONCLUSION

As this paper is, to the best of our knowledge, the first to examine executive doctoral programs in higher education, more research is clearly needed to establish the roles, benefits, and limitations of such programs, particularly on a deeper level. Case studies of students enrolled in executive higher education doctoral programs would enhance our understanding of the goals and outcomes of individual students, while research documenting the goals and practices of university-employers would deepen our understanding of the institutions involved in training their executives from within their own ranks. Due to the leadership crisis facing institutions of higher education, this is an important topic worthy of further research.

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Appendix: Listing of executive-style higher education programs

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
Oregon State University (EdD or PhD, Community college or higher education focus) http://education.oregonstate.edu/community-college-leadership	**Special program fees for community college focus**	Yes	**Hybrid: Online with in-person meetings twice per term plus one-week intensive meeting.**	54	Yes	**Current professionals**	**11 faculty members (type unclear)**
Seattle University (PhD) https://www.seattleu.edu/education/edlr/	**Similar to other graduate programs**	Yes	**In-person: weekends, evenings, and summer quarter**	90-96	Yes	**Working professionals**	**1 associate professor, 2 full professors, 1 visiting professor**
Arizona State University (EdD) https://education.asu.edu/degree-programs/doctoral-programs/leadership-and-innovation-edd	**Appears similar to other graduate programs**	Yes	**Either face-to-face (weekly meetings) or online**	60	Yes	**Working professionals**	**Unclear**
Azusa Pacific University (EdD or PhD) http://www.apu.edu/bas/highered/phd/	**Special program tuition rate**	Yes	**Online with short residency periods twice yearly**	51-60	Yes	**Working professionals**	**5 full professors, 1 associate professors, 2 assistant professors, 1 adjunct professor**

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
Colorado State University (PhD) http://www.online.colostate.edu/degrees/higher-education-leadership-phd/	Special program tuition	Yes	Online	60	Yes	Working professionals	7 faculty members; type unclear
University of Wyoming (EdD) http://www.uwyo.edu/profstud-ies/adultpostsecondary/edd.html	Similar to other programs	Yes	Online	77-80	Yes	Not specified	2 professors
Southern Methodist University (EdD) http://www.smu.edu/Simmons/AreasOfStudy/EPL/EDD/EdD_in_Higher_Education	Special program tuition	Yes	Face-to-face, weekend meetings	60	Yes	Mid-career professionals	8 assistant professors, 5 associate professors, 3 full professors
Texas Tech University (EdD online) https://www.depts.ttu.edu/education/graduate/psychology-and-leadership/higher_education/doctor_of_education_online.php	Similar to other programs	Unclear	Online with summer residency	60	Yes	Experienced professionals	4 assistant professors, 3 associate professors, 3 full professors

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
University of Texas Arlington (PhD) http://www.uta.edu/coed/educleader-ship/programs/phd/index.php	Unclear	Yes	Part-time, face-to-face	66	Yes	Working professionals	Unclear
Indiana State University (PhD) http://www.indstate.edu/education/edlr/higher-education-cohorts/phd-educational-administration-specialization-higher/program-details	Similar to other programs	Yes	Online plus intensive sessions face-to-face	90	Yes	Unclear	6 lecturers, 2 assistant professors, 2 associate professors, 4 full professors
Illinois State University (PhD) http://education.illinoisstate.edu/edd_highered/	Unclear	Yes	Online plus weekend meetings face-to-face	75	Yes	Working professionals	9 associate professors, 4 full professors
Maryville University (EdD) http://www.maryville.edu/ed/graduate-programs/higher-education-doctorate/	Similar to other graduate programs	Yes	Online or face-to-face (choice)	Unclear	Yes	Working professionals	10 assistant professors, 7 associate professors, 1 full professor

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
University of Wisconsin La Crosse (EdD) http://www.uwlax.edu/Student-Affairs-Admin/	Apparently similar to other graduate programs	Yes	Online	54	Yes	Unclear	3 assistant professors, 1 associate professor
Barry University (PhD) http://www.barry.edu/higher-education-administration-phd/	Apparently similar to other graduate programs	Yes	Weekly face-to-face meetings	54	Yes	Working professionals	6 assistant professors, 5 associate professors, 2 full professors
Clemson University (PhD) http://www.clemson.edu/education/academics/doctoral-programs/phd-doctorate-educational-leadership-higher-education/index.html	Similar to other graduate programs	Yes	Unclear; flexible according to individual needs	58	Yes	Working professionals	11 faculty members; ranks unclear
College of William and Mary (EdD) http://education.wm.edu/academics/eppl/highered/edd/index.php	Special tuition rates	Yes	Appears to be hybrid (online with some residency)	48	Yes	Working professionals	6 faculty members; ranks unclear
Georgia Southern University (EdD) http://coe.georgiasouthern.edu/edld/p-12-leadership/p-12-ed-leadership/	Special program tuition	Yes	Hybrid: combination of online and face-to-face	60	Yes	Working professionals	5 faculty members; ranks unclear

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
Hampton University (PhD Educational management) http://huonline.hamptonu.edu/programs/phd_edleadmgmt.cfm	Similar to other graduate programs	Yes	Online	66	Yes	Unclear	Unclear
Nova Southeastern University (PhD) http://education.nova.edu/doctoral/edd/highereducation.html	Similar to other graduate programs	Yes	Online and hybrid (choice)	54	Yes	Working professionals and others	4 assistant professors, 5 associate professors
University of Florida (EdD) https://education.ufl.edu/higher-education-administration/online/	Special distance fees	Yes	Online/hybrid	Unclear	Yes	Working professionals	15 faculty members; ranks unclear
University of Memphis (EdD) http://www.memphis.edu/lead/hiad/highered_edd.php	Appears to be similar to other graduate programs	Appears to be available	Evenings, weekends, online	54	Yes	Working professionals	10 faculty members; ranks unclear
University of North Carolina Wilmington (EdD) http://uncw.edu/ed/el/edd/index.html	Similar to other graduate programs	Yes	Hybrid: weekly meetings, online	60	Yes	Working professionas	6 assistant professors, 5 associate professors, 4 professors, 1 adjunct professor

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
Vanderbilt University (EdD) http://peabody.vanderbilt.edu/departments/lpo/graduate_and_professional_programs/edd/index.php	Similar to other graduate programs	Yes	Weekend meetings	54	No (capstone research project required instead)	Experienced professionals	3 assistant professors, 4 associate professors, 3 professors
Virginia Tech (PhD, part time) http://www.soe.vt.edu/highered/files/HIgherED_brochure_2015.pdf	Similar to other graduate programs	Yes	Full time or part time face-to-face (choice)	96	Unclear	Experienced professionals	13 assistant professors, 3 associate professors, 5 professors
West Virginia University (EdD) http://cils.wvu.edu/hied/doc	Similar to other graduate programs	Yes	Hybrid: online with weekend/evening meetings	96	Yes	Working professionals	3 assistant professors, 2 adjunct professors, 1 full professor
New York University (EdD) http://steinhardt.nyu.edu/alt/highered/doctoral/edd	Apparently similar to other graduate programs	Yes	Part-time face-to-face	51	Unclear; appears to require an alternative research project	Working professionals	44 faculty members (including affiliated faculty); ranks unclear

University	Tuition comparison	Financial assistance available through the university	Course Delivery	Credits required	Dissertation required	Students targeted	Number and type of faculty members in program
University of Massachusetts Boston (EdD) https://www.umb.edu/academics/cehd/leadership/grad/higher_education_program/faq_highered	Similar to other graduate programs	Yes	Weekly face-to-face and intensive summer sessions	60	Yes	Working professionals	5 assistant professors, 3 associate professors, 4 full professors, 5 adjunct professors
Widener University (EdD) http://www.widener.edu/academics/schools/eics/education/graduate/doctor/higher_ed_leadert/default.aspx	Similar to other graduate programs	Appears so	Flexible; can be customized to student needs	78	Yes	Working professionals	1 associate professor, 2 adjunct professors
University of Phoenix http://www.phoenix.edu/programs/degree-programs/education/doctoral/edd-hea.html	Similar to other graduate programs	No	Online with brief residency	62	Yes	Unclear	Unlisted

BIOGRAPHIES

Gracie Forthun is an MA-TESL student at the University of Idaho. She hopes to pursue additional graduate studies in linguistics.

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