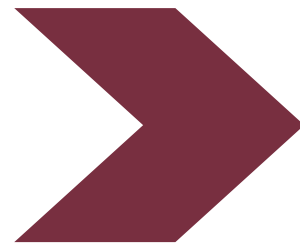
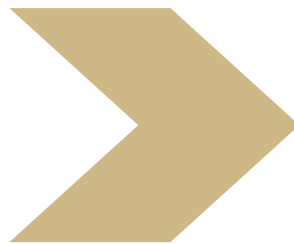
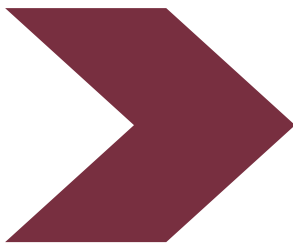




FLORIDA STATE UNIVERSITY

Doc Student in Higher Education FAQ Guide

2022-2023 Higher Education Program



Department of Educational Leadership & Policy Studies
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College of Education

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****Official policies are generally outlined elsewhere. This FAQ is a guide for advisement only.****

Section 1: Financial Assistance

Graduate Assistantships (GAs) and Fellowships

Graduate assistantships (GAs) are available to qualified doctoral students who enroll full-time. GAs are expected to contribute their time and energy to major research or service projects associated with ELPS, affiliated centers, individual faculty grant projects, and/or various college and FSU offices or off campus agencies. Additionally, a few doctoral fellowships are available campus-wide on a competitive basis for students with high GRE scores. Additional information may be found at the FSU Graduate School website: www.gradstudies.fsu.edu.

FSU requires graduate students to be enrolled full-time to qualify for assistantships or fellowships. A full-time student must carry 12 credit hours during the fall and spring terms, unless students work as a graduate assistant, in which case 9 hours is the minimum. For information and application materials related to scholarships available to FSU students, please see the ELPS web site <http://education.fsu.edu/degrees-and-programs/higher-education>, the COE web site <http://education.fsu.edu/student-resources/scholarships-and-aid>, or the FSU Graduate School web site www.gradstudies.fsu.edu/Funding-Awards.

Higher Education Awards and Scholarships

Louis W. Bender Endowed Scholarship

The Louis W. Bender Endowed Scholarship was created in honor of Dr. Louis W. Bender; Professor Emeritus of higher education at FSU. The scholarship is intended to recognize Dr. Bender's lifelong commitment to higher education, his dedication to his students, and his extensive scholarly contributions to theory and practice in the field of higher and postsecondary education. The Louis W. Bender Endowed Scholarship is an academic assistantship awarded to a new doctoral student in higher education with 2 years of successful work experience in a two-year, degree-granting postsecondary institution and an aspiration to continue as an education leader in such an institution. The recipient will assist the Higher Education program faculty in the development and implementation of various programs and projects during the award year.

The award is for the academic year, payable in two installments of approximately \$4,000–5,000 each. The award will normally include a full or partial waiver of tuition; however, the extent of the waiver cannot be guaranteed until after the scholarship selection process is completed.

Maurice L. Litton Scholarship

The Maurice L. Litton Memorial Fund is a permanent endowed fund with earnings to be used to perpetuate the quality and national recognition of the higher education program as well as the memory of Professor Litton. Annual income from the fund is used to provide a scholarship award to a student enrolled in the program of higher education with a concentration in community college teaching, research, or leadership development. Students who are completing the certification program in college teaching will be considered enrolled in the program in higher education for the purpose of award eligibility. This scholarship will be awarded on the basis of the student's academic promise and commitment to the field of higher

education and the American community college. A committee of program faculty and students, appointed by the program coordinator, will select the scholarship recipient from students nominated by department faculty.

The award varies in amount depending on the expendable interest in the fund, but typically provides between \$300 and \$500 to a single awardee. Candidates are nominated by department faculty; the student nominated is then asked to submit a letter to the committee, detailing his/her interest in American community colleges. This letter of interest should not exceed 2 single-spaced typewritten pages and should be accompanied with an up-to-date resume and a list of 3 references familiar with the candidate's professional background. The recipient of the scholarship is recognized at the FSU Homecoming Brunch in the College of Education.

W. Hugh Stickler Award for the Enhancement of Dissertation Research

The W. Hugh Stickler Memorial Fund was established through the generosity of Dr. Stickler's widow, Mrs. Margaret Stickler, their daughters, and other donors, including faculty colleagues, former students and friends. The award is named for the man who founded the Department of Higher Education, chaired it for 12 years, and served as senior professor for another 5 years. In addition to his many works and services, he was a founder of the first national organization of professors of higher education, now titled the Association for the Study of Higher Education. The awards from the fund honor his memory and his many successful efforts to institutionalize the study of higher education.

The primary purpose of the award is to help a doctoral candidate in higher education, particularly a full time student who is in need of financial assistance, so the quality of his/her dissertation research and writing may be enhanced beyond what would be possible without the award. The award is to give financial assistance, encouragement, and recognition to a candidate whose dissertation study is expected to add to knowledge about higher education. The recipient of the award must be the following: an active doctoral student in the higher education program of the Department of Educational Leadership; admitted to candidate status; have an approved prospectus; and proposing research germane to the field of higher education.

A faculty award committee will review applications and make the selection when applications are pending during the academic year. The award is to cover research expenses, not to exceed \$500. In some cases, more than one award may be given. In recognition of Dr. Stickler's strong concern for a residential doctoral program, applicants who are enrolled full-time will be given first priority in the evaluation process.

Faculty and students within the Department of Educational Leadership may nominate candidates, and an application for the award will be sent to eligible nominees. Application forms may be obtained from the program coordinator. The completed application form, a statement of how the research will be enhanced by the award, and a copy of the prospectus are required for a completed application.

The Hardee Center for Leadership and Ethics in Higher Education

The Hardee Center for Leadership and Ethics in Higher Education is named for Dr. Melvane Hardee, a former FSU Professor of Higher Education who was an admired educator, mentor, and national leader on issues of gender equity, leadership, values, and professional development in the field of higher education. The Hardee Center (<http://education.fsu.edu/research/research-centers/hardee-center>) supports the academic study and professional development of graduate students in the higher education program at FSU and promotes the "LifeNet" (Lifetime Network) of students, alumni, faculty, and friends. It also sponsors educational programs, research, and service activities that promote leadership and ethics in the field of higher education. The Center also supports the Higher Education Program through sponsoring travel, consulting on issues related to higher education leadership and ethics.

The objectives of the Hardee Center for Leadership and Ethics in Higher Education are to achieve the following:

- Support the professional development of graduate students in higher education through professional development seminars, speakers, travel grants, fellowships, research and publication opportunities, and mentoring programs.
- Foster the development of future higher education leaders who are committed to public service, ethical responsibility, social justice, and leadership with vision and purpose.
- Promote educational research and professional development in the areas of higher education gender equity, higher education leadership, and ethics.
- Host national professional meetings on issues related to higher education leadership, ethics, and gender equity.
- Assist in the development of graduate assistantships for students that offer a wide range of beneficial experiences in various higher education arenas.
- Promote the "Life Net" of students, alumni, faculty, and friends of FSU Higher Education Program, as well as seek support for future endeavors.
- Provide consultation and professional services on issues related to the Center mission & objectives.

Section 2: Graduate Certificates

Certification Opportunities

In addition to your degree, you may find these certificates as opportunities to guide your electives and help you obtain additional professional development or credentials that may assist you in your job search process.

FSU Certificate Policy: Students may apply to a Certificate Program before the end of their second class in the Certificate Program. The COE Certificate Admission Form can be found at <http://education.fsu.edu/degrees-and-programs/certificate-programs>

COE Certificate Policy: Students have 7 years to complete a certificate program.

Institutional Research (IR) Certificate

IR Certificate Course Offerings and Requirements

To enroll, go to the COE Certificate website and submit the application at this link: https://fsu.qualtrics.com/jfe/form/SV_8nLWMPKn8L5zRNH

Students must complete 15 credit hours to earn the IR certificate.

Required courses (9 credit hours)

EDH 5055: Introduction to Institutional Research (Spring)

This course provides an introduction to institutional research as a discipline in higher education. Course content is addressed within the context of organizational, administrative, political and ethical issues in institutional research. Practical experience with research databases and insights from current practitioners in the field are integrated into the course content.

EDH 5645: Data Driven Decision Making (Summer)

This course provides an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This course focuses on how to collect, analyze, review, and present data and information to decision makers.

EDH 5941: Institutional Research Practicum (capstone) (Fall)

This course provides students with an opportunity to actively apply use of institutional research geared at improving administration and policy developmental processes at institutions or participate in an internship through an Office of Institutional Research at a local campus.

Electives (6 credit hours)

Select two courses from the following courses.

EDF 5461: Introduction to Program Evaluation (Summer)

EDF 5449: Survey Research Methods (Spring)

EDF 5474: Foundations of Practice Models (Fall – online EdD only)

EDF 6480: Applied Quantitative Methods for Educational Practitioners (Summer – online EdD only)

EDF 6471 Quasi-Experimental Data Analysis (Alt. Spring Semesters)

EDF 5414 Introduction to Large Scale Datasets (Alt. Spring Semesters)

EDF 5401 General Linear Modeling (Fall)

EDF 6479 Qualitative Data Analysis (Summer)

EDF 6476 Advanced Qualitative Methods (Spring)

Typical IR Certificate Course Schedule

Required Courses	Course Title	Fall	Spring	Summer
EDH 5055	Introduction to Institutional Research		O	
EDH 5645	Data Driven Decision Making			O
EDH 5941	Institutional Research Practicum (capstone)	O		
Elective Courses	Course Title	Fall	Spring	Summer
EDF5461	Introduction to Program Evaluation	X		O
EDF 5449	Survey Research Methods		O	
EDF 5474	Foundations of Practice Models (online EdD only)	O		
EDF 6480	Applied Quantitative Methods for Educational Practitioners (online EdD only)			O
EDF 5935	Quasi-Experimental Methods (Every other year)		X	
EDF 5414	Large Data Sets (Every other year)		X	
EDF 5401	General Linear Modeling	X		
EDF 6479	Qualitative Data Analysis			O
EDF 6476	Advanced Qualitative Research		X	

O = Online; X = Face-To-Face

Other FSU Graduate School Certificate Offerings

Preparing Future Professionals (PFP)

PFP assists students prepare for future professional work in the public or private sectors.

<https://gradschool.fsu.edu/professional-development/preparing-future-professionals-pfp>

Preparing Future Faculty (PFF)

PFP assists students headed toward academic careers prepare for future faculty work.

<https://gradschool.fsu.edu/professional-development/preparing-future-faculty-pff>

Additional certificate programs

<https://gradschool.fsu.edu/academics-research/graduate-certificate-programs>

Section 3: Example PhD Program of Study & Course Sequencing¹

The Higher Education program does not offer formal curricular tracks, but students may choose to tailor their tailor coursework to fit a specific interest in student affairs or public policy.

Higher Education Core (12 hours)

EDH 6059	Proseminar (0)
EDH 6936	Seminar in Student Development Theories (3)
EDF 5519	History of Higher Education (3) (Alt. Years)
EDH 6401	Public Policy in Higher Education (3)
EDH 6635	Organization and Governance (3)

Electives: (15 hours)

Suggested courses for concentrations in Public Policy:

EDA 5288	Politics of Education (3)
EDF 5624	Economics of Education (3)
EDF 5652	Policy Development (3)
EDF 5630	Sociology of Education (3) <i>or</i> EDH 5005 Sociology of Higher Education (3)
EDH 6505	Finance of Higher Education (3)
EDH 5645	Data Driven Decision Making (3)

Suggested courses for concentrations in Student Affairs:

EDH 6040	Research on College Students (3)
EDH 6081	Leadership and Change in Higher Education (3) (Alt. Fall Terms)
EDH 6085	Social Justice in Higher Education (3) (Alt. Fall Terms)

Choose 1 Technology course:

EDH 5309	Technology in Higher Education (3)
EME 5457	Intro to distance learning: Trends and issues (3)
EME 6414	Web 2.0 based learning and performance (3)

Choose 1 of the following courses:

EDF 5089	Black and Latino Education: History and Policy (3) <i>or</i> EDH 6064 Women in Higher Education (3)
EDF 5630	Sociology of Education (3) <i>or</i> EDH 5005 Sociology of Higher Education (3)
EDH 6067	International Perspectives in Higher Education (3) (Fall)

Discipline Courses (9 hours) - work with major professor

¹ Timing of course offerings may vary; review most up-to-date schedule of courses during registration.

Research Core (minimum 21 hours)

EDF 6486	Applied Research Methods in Educational Leadership & Policy (3)
EDF 6475	Qualitative Methods of Education Research (3)
EDF 5400	Basic Descriptive and Inferential Statistics (4)
EDF 5649C	Applied Education Policy Analysis (3)
EDA 6930	Literature Review (<i>or</i> EDH 6935 Prospectus Development) (3)

Discretion of student/advisor: Advanced Methods I (3)

Discretion of student/advisor: Advanced Methods II (3)

Dissertation (24 hours)

EDH 8964	Preliminary Examination (0) (Spring, Summer) ²
EDH 6980	Dissertation Hours (24)
EDH 9985	Dissertation Defense (0)

Recommended Methods Course Sequences

Advanced Quantitative Methods Course Recommendations & Sequence

EDF 5414 Introduction to Large Scale Datasets (Spring 2021, taught by ELPS faculty)

EDF 6471 Quasi-Experimental Data Analysis (Spring 2022, taught by ELPS faculty)

EDF 5401 General Linear Modeling (pre-requisite for those wishing to take advanced courses through the Educational Psychology and Learning Systems department)

Advanced Qualitative Methods Course Recommendations & Sequence

EDF 6476 Advanced Qualitative Methods (Spring, taught by ELPS faculty)

EDF 6479 Qualitative Data Analysis (Summer- online, taught by ELPS faculty)

² Policies related to the Preliminary Examination are in the Student Handbook; additional information will be provided in advance of each exam administration.

Example Course Sequencing – Full-time Enrollment

** Alternating semesters –Year 2 & 3 can look different for different cohorts

	Fall Year 1	Spring Year 1	Summer Year 1
All	<ul style="list-style-type: none"> EDF 6486 Applied Research Methods in Ed Leadership & Policy EDH 6059 ProSeminar (0) EDF 5400 Basic Descriptive and Inferential Statistics (4) EDH 6936 Sem in Stu Dev Theories 	<ul style="list-style-type: none"> EDF 6475 Qualitative Methods for Ed. Research EDH 6635 Org & Gov EDH 6401 Public Policy 	<ul style="list-style-type: none"> EDH 5309 Technology in Higher Education or EME 6414 Web 2.0 Discipline course/Adv. methods course(s)
	Fall Year 2	Spring Year 2	Summer Year 2
All	<ul style="list-style-type: none"> EDF 5649C Applied Education Policy Analysis Discipline course/Adv. methods 	<ul style="list-style-type: none"> EDF 5519 History of Higher Education in the US 	<ul style="list-style-type: none"> Discipline/Elective/Adv. methods course(s) Discipline/Elective/Adv. methods course(s)
Public Policy	<ul style="list-style-type: none"> EHD 6401 Public Policy in HE 	<ul style="list-style-type: none"> EDH 5652 Policy Dev EDH 6505 Finance of HE 	
Student Affairs	<ul style="list-style-type: none"> EDH 6085 Social Justice in Higher Education** 	<ul style="list-style-type: none"> EDH 6040 Research on College Students Discipline course/Adv. Methods 	
	Fall Year 3	Spring Year 3	
All	<ul style="list-style-type: none"> EDA 6930 Lit Review Discipline course(s)/Adv. Methods 	<ul style="list-style-type: none"> Discipline/Elective/Adv. methods course(s) Discipline/Elective/Adv. methods course(s) 	
Public Policy	<ul style="list-style-type: none"> EDF 5624 Econ of Ed 	<ul style="list-style-type: none"> Discipline/Elective/Adv. methods course(s) 	
Student Affairs	<ul style="list-style-type: none"> EDH 6081 Leading Change in Higher Education** 	<ul style="list-style-type: none"> Discipline/Elective/Adv. methods course(s) 	

Example Course Sequencing – Part-time Enrollment

** Alternating semesters – Fall Year 2 & 3 can look different for different cohorts

	Fall Year 1	Spring Year 1	Summer Year 1
All	<ul style="list-style-type: none"> EDF 6486 Applied Research Methods in Ed Leadership & Policy EDH 6059 Proseminar (0) EDH 6635 Org & Gov 	<ul style="list-style-type: none"> EDF 5400 Basic Descriptive and Inferential Statistics (4) EDH 6635 Org & Gov 	<ul style="list-style-type: none"> Discipline/Elective/Adv. methods course(s) Discipline/Elective/Adv. methods course(s)
	Fall Year 2	Spring Year 2	Summer Year 2
All	<ul style="list-style-type: none"> EDF 5649C Applied Education Policy Analysis EDH 6936 Sem in Stu Dev Theories 	<ul style="list-style-type: none"> EDF 5519 History of Higher Education EDF 6475 Qualitative Methods for Ed. Research 	<ul style="list-style-type: none"> Discipline/Elective/Adv. methods course(s) Discipline/Elective/Adv. methods course(s)
	Fall Year 3	Spring Year 3	Summer Year 3
All	<ul style="list-style-type: none"> EDH 6401 Public Policy in HE 		<ul style="list-style-type: none"> Discipline course(s)/Adv. Methods
Public Policy	<ul style="list-style-type: none"> EDF 5624 Economics of Education 	<ul style="list-style-type: none"> EDH 5005 Sociology of HE** EDF 5652 Policy Development 	<ul style="list-style-type: none"> EDH 5645 Data Driven Decision Making
Student Affairs	<ul style="list-style-type: none"> EDH 6081 Leading Change in Higher Education** 	<ul style="list-style-type: none"> EDH 6040 Research on College Students** “Choose 1”/Discipline course(s)/Adv. methods 	<ul style="list-style-type: none"> “Choose 1”/Discipline course(s)/Adv. methods
	Fall Year 4	Spring Year 4	
All	<ul style="list-style-type: none"> EDA 6930 Lit Review 	<ul style="list-style-type: none"> Discipline course(s)/Adv. Methods 	
Public Policy	<ul style="list-style-type: none"> EDA 5288 Politics of HE** 	<ul style="list-style-type: none"> EDH 6505 Finance of HE 	
Student Affairs	<ul style="list-style-type: none"> EDH 6085 Social Justice in HE** 	<ul style="list-style-type: none"> Discipline course(s)/Adv. Methods 	

Section 4: Informal Advice

- **Write!** Your writing skills will determine how quickly you complete your degree. Do everything you can to develop skill and fluency. Consider taking a writing such as ENG 5998: Writing Grad Papers.
- **Calculate!** You will be required to take quantitative research methods courses, and much of the research literature requires interpretation of statistical data. Numeracy is important. Work on developing skills in this area.
- **Talk!** Talk with your advisor and your faculty often. Form your own support network with fellow students and be a contributing member and active participant in discussion and debate. There are many opportunities to improve presentation skills in the graduate environment, and much knowledge is often preceded by the right question.
- **Listen!** Active listening skills are important, not only for comprehending information, but also for developing understanding and appreciation for those with whom you work and learn. You are surrounded by opportunities for personal development that require this skill, and you have a responsibility to your friends, peers, and professional colleagues to use it.
- **Relate!** You are entering a profession! Get into the professional association that most interests you. The more visible you are to your peers around the country, the easier it will be to find a job later! (There are other good reasons to become involved in professional associations, but this one grabs your attention.) Also, get to know your cohort and the cohorts above/below yours. These students may be your greatest sources of support, as they know what you're going through, and the doc journey can be lonely without support.
- **Think!** At the doctoral level, all the old formulas for success (memorize facts, regurgitate them, repeat the stuff you read in your papers, etc.) go out the window. You have to kick it up another level. We expect you to synthesize, analyze, question, and integrate material, and generally become an independent thinker. Learn to ask "WHY?" when you are reading or listening to new material and ideas.
- **Know Yourself!** Know when and how you are the most productive, how you learn the best, and those key behaviors that will keep you on the path to be the most successful you can be.
- **Persist!** This race goes to those who persist. There are good days and bad ones, but the best one is when your committee invites you in after the dissertation defense and says "Congratulations, Dr. ...!" Keep that scene in mind and don't let the small stuff get to you. We do want everyone to finish--although there are days when it doesn't feel that way!
- **Laugh!** Life and graduate school are serious enough. You have to maintain your joie de vivre to keep your sanity!

Developing an Area of Expertise

Doctoral students are expected to develop additional expertise within the field of higher education during advanced graduate study. While this expertise is typically associated with the development and completion of a dissertation, there are a variety of ways in which doctoral students develop an area of expertise within the field of higher education.

1. Enrolling in core and elective courses that provide the foundations and context for various subject areas in higher education;
2. Focusing term papers and course projects in whole or part on a concentration area of interest;
3. Enrolling in courses outside the program that relate to a concentrated area of interest;
4. Enrolling in relevant experimental or topical courses in higher education and other programs;
5. Enrolling in Directed Individual Study, Internships, and other individual learning activities supervised by program faculty who are experts in the subject area of interest;
6. Attending national and regional conferences of academic and professional associations both in Tallahassee, other cities in the South, and elsewhere in the United States and abroad;
7. Attending special programs presented by outside experts visiting the Higher Education Program, programs elsewhere in the university, and conferences held on campus;
8. Obtaining policy analysis papers from and attending meetings of the various executive and administrative committees of the Board of Governors, Division of Community Colleges and Workforce Education, State Board of Education, Department of Education, State Board of Independent Colleges and Universities, Articulation Coordinating Committee, and the various education, evaluation and appropriations committees of the Florida Legislature;
9. Creating a supervisory committee that includes faculty members who are experts in the area of interest; and
10. Preparing literature reviews, mini-prospectus, research proposals, and a thesis or dissertation in a concentrated area of interest.

Suggestions for Good Writing

- **Before beginning to write, jot down an outline to follow.** It will keep you focused. It will also help you think through your topic and how to present it.
- **Have a beginning, a middle, and an end to the paper:**
 - Beginning - state the purpose of the paper and introduce the topic
 - Middle - present the meat of your paper in a logical, organized manner
 - End - summarize or draw conclusions
 - Consider every paper as an argument: what do *they* say, what do you *you* say, and how did you arrive at that/those position(s) of what you say?
- **Write for your audience.** This is especially important when thinking of publication material for various journals.
- **Use the active voice whenever possible.** The passive voice sounds tentative and vague; the active voice is lively, forceful, and direct. You want to sound like you know what you are talking about.
- **Follow a style manual.** We require use of APA style in this program. The Publication Manual of the American Psychological Association (7th ed.) may be purchased and is available at the FSU bookstore.
- **Cite your references appropriately.** Support your statements with references.
- **Use headings and subheadings.** These help a reader follow the organization of your paper.
- **Finish a paper a few days before it is due.** Let it sit for 24 hours and re-read it, ideally out loud. You'll be amazed at how many things you will want to clarify/fix.
- **Have someone else read your paper before you submit it.** "Fresh eyes" often catch small problems difficult to identify by yourself.

Section 5: Course List and Descriptions

FSU Higher Education Program³

Key: Course # - Course Title – (semester usually taught – however, this isn't a guarantee)

All courses taken outside of degree requirements require consent of advisor and/or supervisory committee.

EDA 5288 Special Topics in Higher Ed: Politics of Education (Fall semesters)

This course is an introduction to the study of the nation's largest social institution, public education. Using concepts based in the discipline of political science, the course explores how ideologies, institutions, and social groups have interacted to shape formal schooling in the United States. Class discussions and readings focus on the distribution of power and leverage in the political process of American society and the utilization of communication and analytic skills by educational administrators and policy analysts.

EDA 6930 Literature Review (Fall)

This seminar is designed to provide guidance to advanced doctoral students who are in the process of developing a research proposal for dissertation. Skills to be gained and/or enhanced in the seminar include the ability to analyze, synthesize, and integrate conceptual material from a variety of sources into a draft proposal which in turn will become a major portion of the dissertation, or other professional writing. The seminar will also be useful and applicable to any research effort where the research question, literature review, and integration of materials and methods of research are necessary. Specific attention related to the knowledge and practice of writing and the writing process will be emphasized. Self-management topics including managing personal time, navigating the advisor and committee relationships, and developing a consistent writing practice will also be addressed. (EDH 6935 Prospectus Development can be taken in place of this course).

EDF 5089 Black and Latino Education: History and Policy (Alternate Summer semesters)

This course explores the historical, cultural and socio-economic factors that shape the school experience and academic achievement from pre-K through post-secondary education of our two largest minority populations: African Americans/Blacks and Latinos. American education history includes stories of inclusion but also many stories of exclusion. Despite desegregation, bilingual education and the affirmative action, the achievement gap still persists. In the 1990s and the 2000s we have witnessed the “rollback” of several measures. The federal role in education, including accountability measures in *No Child Left Behind* and *Race to the Top* have placed additional pressure on minority populations. One of the goals of this class is to educate future educators, administrators, researchers, and policymakers about the historical and contemporary complexity of these pressing issues so they can impact the future of education for all people.

³ This course list is subject to change. Please consult your advisor for most up-to-date information.

EDF 5400 Basic Descriptive and Inferential Statistics (Fall, Spring, Summer – 4 hours)

This course prepares students to both read and write papers containing basic statistical analyses. Topics covered include descriptive statistics, basic plots and graphing, hypothesis testing, confidence intervals, correlational techniques, and introduction to the general linear model.

EDF 5461 Introduction to Program Evaluation (Fall, Spring)

This course is an overview of current evaluation theory and models; emphasis on role evaluation in needs assessment and planning phase of program development.

EDF 5517 History of Education (Alternate years with 5519)

This course examines the evolution of public and private schooling in the United States from the Spanish and British colonial eras to the modern reform period of the late 20th century. It includes the social history of American teachers, and a critical examination of issues surrounding race, ethnicity, social class and gender in the development of formalized structures of schooling.

EDF 5519 History of Higher Education (Alternate years with 5517)

Providing an in-depth overview of the history of higher education, students will review the role of higher education in society over the last two centuries, the expansion of higher education in the twentieth century to include various groups such as women, African-Americans, and the working-class; tensions between the traditional, liberal arts curriculum and multicultural offerings; and governmental roles in the transformation of modern higher education.

EDF 5624 Economics of Education (Fall)

This course applies basic economic theory and methods to policy issues arising in schools and universities, including both domestic and international settings. Examples of specific issues include the supply and demand for education, the external benefits of education, the labor market for educators, and the effect of market competition on the performance of educational institutions.

EDF 5630 Sociology of Education

This course introduces students to the sociology of education designed for graduate-level students. Examines empirical evidence related to current educational problems and related issues in educational practice and policy.

EDF 5649C Applied Education Policy Analysis (Fall)

This course builds on students' introductory knowledge of basic statistics, economics and education policy. The course specifically teaches graduate students how to apply theory to research, policy, and evaluation issues with a focus on P-20 education policy analysis.

EDF 6475 Qualitative Methods in Education (Spring)

This course is an introduction to methods of data collection: qualitative, participant observation, and ethnographic interviews. Attention to strengths and shortcomings for use in educational research and evaluation.

EDF 6476 Advanced Qualitative Methods (Spring)

The purpose of this course is to explore the theoretical and pragmatic aspects of qualitative research. It is intended for students who already have a foundation in qualitative methods and are planning to use this methodological approach in their own research. This course has three main areas of focus. First, students will explore different components of the research process as well as different theoretical frameworks within qualitative inquiry. Second, students will use qualitative data analysis (QDA) software, NVivo, to analyze narrative text and visual data. Third, drawing on the theoretical foundations of their research study, students will develop queries and conceptual models that will assist them in interpreting data results. Lastly, for the final product, students will create a "conference-ready" qualitative research paper. Students are expected to bring a set of rich, high quality field notes and possess a clear grasp of the theory and literature that form the foundation of their study. This course will assist students to further develop and expand on their prior research or "pilot" qualitative research study. Students will need to have taken one or more prior courses in qualitative research methods. EDF 5464, EDF 6475 or similar qualitative research methods course will satisfy this prerequisite.

EDF 6479 Qualitative Data Analysis (Summer – online)

Catalogue Description: This course focuses on the analysis, interpretation and reporting of qualitative data collected during interpretive research. Students will examine and try out a variety of approaches to qualitative data analysis by applying them to observations, interviews, visual images, and/or documents. A prior course in qualitative research methods and a high quality set of qualitative data (interview transcripts, observations/field notes, etc.).

EDF 6486 Applied Research Methods for Educational Leadership and Policy (Fall)

Introduces students to the role that educational and empirical research, in particular, can play in solving educational problems. Students develop knowledge of the various approaches to the conduct of research and skill in the application and critical appraisal of research.

EDH 5005 Sociology of Higher Education (Special offering only)

This course will examine higher education with respect to access and entry, social and academic dimensions of students' experiences in higher education, and personal and labor market outcomes. Particular attention will be paid to (a) access and enrollment patterns as they vary by family background, race-ethnicity, class, gender, citizenship, geography, and country; (b) social relationships in college and student development; (c) academic achievement and career specializations (d) the changing landscape of higher education in the U.S. and abroad, (e) the impacts of local, state, and federal policies; and (f) the influence of higher education on individual and societal life course outcomes including career choice, marriage and family, earned income, and nations' economic competitiveness.

EDH 5042 Student Success in College (M) (Fall- online)

The landscape of American higher education is changing dramatically as an increasingly diverse population gets ready to go to college. This change provides an exciting opportunity for the country to further strengthen its human resources. Meanwhile, given that the college graduation rate has been just around 50% for decades, one question common in the minds of public policy makers and institutional administrators is: How can the educational system effectively promote student success in college? This course examines the theories and research on student success and explores effective policies, programs, and practices that can be adopted to promote student success in higher education.

EDH 5054 American Community College (Alternate Spring Semesters)

The purpose of this course is to develop student knowledge and understanding of the nature, philosophy, and historical evolution of the American community college. Students will gain a perspective on the social, economic, political, and educational forces that have influenced the development of this unique institution and those that are likely to shape its future. Attention will also be directed toward the programs, services, current issues, reforms, and innovations that are a part of the two-year educational institution.

EDH 5055 Introduction to Institutional Research (Spring- online)

The course will provide an introduction to the theoretical and practical application of institutional research as a discipline in higher education. Institutional research is an embedded function with direct applications in all administrative and strategic processes within the institution. The course content is addressed within the context of organizational, administrative, political, and ethical issues in institutional research. Practical experience with research databases and insights from current practitioners in the field are integrated into the theoretical content of the course. The course consists of a six weeks of distance learning through a FSU Blackboard website.

EDH 5068 Outcomes of Undergraduate Education (Spring- online)

Outcomes are the end product of a college education. This course is designed to explore the basics of assessing and evaluating the outcomes of undergraduate education. It helps students to develop a historical and theoretical foundation for understanding the outcomes of a higher education both in and out of the classroom. Problems and solutions in theory, techniques, and policies related to outcomes are also reviewed.

EDH 5095 Strategic Planning in Higher Education (Special offering only)

This course introduces students to strategic management and performance improvement through strategic planning in the higher education/public sector settings. Students develop knowledge about the theory behind and history of strategic planning, current issues in strategic management in the higher education setting, and survey different strategic planning and performance models currently used on college campuses. Students also learn and practice strategic planning and performance improvement techniques.

EDH 5305 College Teaching: Instruction in Higher Education (Fall)

This course is designed to introduce students to teaching methods and strategies, instructional design, and assessments appropriate to a postsecondary setting. Understanding the context and nature of college teaching will be combined with practical aspects of instruction. The purpose of this course is to develop the skills needed to effectively facilitate learning at the college level.

EDH 5309 Technology in Higher Education (Summer- online)

The course guides higher education professionals through theoretical perspectives and practical complexities related to the increasing use of technology in higher education, using the lenses of professional identity and student learning and success. Technology in Higher Education focuses on addressing technology and higher education leadership in the 21st century, specifically in the face of emerging technology, social media platforms and fast pace global change.

EDH 5405 Legal Aspects of College and University Administration (Fall)

The legal context of American higher education is complex and constantly evolving. 5405 is designed to enable students to identify and apply legal principles that place limits on authority, define individual and corporate liability, and inform standards of educational practice in public and private higher education institutions. Subject matter and content areas have been selected according to their relevance to contemporary concerns of postsecondary education leaders. The course includes case problems designed for small group and individual analysis, and a selection of judicial decisions emphasizing contemporary legal issues and their resolution.

EDH 5504 College and University Institutional Advancement (Special offering only)

Designed to provide students with an overview of the nature and scope of a comprehensive institutional advancement program for public or private, two-year or four-year colleges and universities, in this introductory course, students can expect to develop an understanding of the what, why and how regarding the growing trend among institutions to invest increasing amounts of resources in their institutional advancement programs. Course participants will gain an appreciation for the body of knowledge required to create, administer, and operate an institutional advancement program.

EDH 5506 College & University Business Administration (Spring- online)

This course addresses college and university business administration in the United States and the roles and responsibilities it plays in the overall higher educational process. Students are introduced to emerging trends and challenges faced by practitioners and representative models of organizational structure that make up college and university finance and administration offices.

EDH 5507 College and University Budgeting (Special offering only)

This course facilitates development of the knowledge and skills needed to become a constructive participant in a college or university budgeting process. Students are exposed to representative institutional budgets and budgetary processes, the budget's role in policy making, the broader economic and political context of budgeting, the role of institutional culture in the budgeting process, and budgetary planning for reallocation and retrenchment.

EDH 5639 Strategic Management in Higher Education (Spring- online)

The course provides a theoretical grounding in management, but with a focus on theory to practice. Students are introduced to the essentials of frontline supervision and management as they apply within the higher education environment. Students will develop knowledge and application of key management skills and strategies in organizing, leading, controlling, planning, and understanding their work environment.

EDH 5645 Data Driven Decision Making (Summer- online)

Providing an introduction to the theoretical and practical application of data-driven decision making for institutional researchers, this class focuses on how to collect, analyze, review, and present data and information to decision makers. Higher education leaders are tasked with making hard decisions for which they have incomplete, inaccurate, misleading, subjective information. This class provides structured tools and approaches to help institutional researchers develop materials that will assist higher education leaders make data-driven decisions.

EDH 6040 Research on College Students (Fall)

This course is designed to cover major areas related to the research on college students and discuss the challenges in conducting such types of research. The first part of the course reviews the major theories and conceptual frameworks related to college students, from transition to, experience in, and outcomes of college. The second part discusses methodological issues and other challenges in conducting research on college students.

EDH 6055 Finance in Higher Education (Spring- online)

Higher education finance continues to be a major issue in higher education. The federal government and states can have substantial influences on students and the institutions through various financing strategies. Meanwhile, financial austerity and increasing calls for accountability force higher education administrators to manage institutional finance more wisely. This course is designed as a seminar to examine major issues in the financing of higher education in the United States. Literature of the economics of higher education will be reviewed, followed by the discussion of major policy issues, roles of the federal government and states, and institutional budgeting and financial management.

EDH 6059 Proseminar in Higher Education and Education Policy (Fall)

This proseminar is designed to address key aspects of the doctoral curriculum and advising issues including the selection of an advisor, the doctoral committee, programs of study, the need for Scholarly Engagement for doctoral students, and the transition points in the doctoral process, e.g. courses to take, research requirements, the proposal defense, dissertation defense, and graduation.

EDH 6064 Women in Higher Education (Alternate Summer semesters)

In this course, we will examine the role and activities of women in American higher education, beginning in the 1800s and follow women's involvement and participation in higher education to the present. Viewing the role of women in higher education from a historical perspective brings to light new ways of thinking about colleges and universities as well as new ways to think about women. The course is based on selected books and articles which examine the roles and experiences of women in American higher education.

EDH 6067 International Perspectives in Higher Education (Special offering only- online)

Many issues in higher education today are international in character. This course is intended to introduce the learner to the international and comparative dimensions of higher education. Topics include comparison of higher education systems based on their historical development, major participants (with a special focus on the academic professoriate and college students), exchange of people and ideas in the global age, and salient policy issues in higher education from a global perspective (such as access and finance, accountability and quality assurance, and the emergence of entrepreneurial universities).

EDH 6081 Leadership and Change in Higher Education (Alternate Fall semesters)

This course serves as a continuation of EDH 6635, Organization and Governance, as it makes a progressive shift from a 'management' to a 'leadership' orientation. However, it is not a pre-requisite for this course. EDH 6081 will focus on leadership and change theory with application to the higher education context. Elements of organization culture, transitional theory, application of change strategies, rational and strategic planning, current characteristics of education to the vision and future of education, and traditional human and organizational processes will be discussed.

EDH 6085 Social Justice in Higher Education (Alternate Fall semesters)

In this course students will explore issues surrounding various social identities, examine epistemologies that attempt to explain the role these identities play in understanding culture in higher education settings, and critically analyze previous and existing higher education policy and practice to greater understand the influence of culture, identity, and social justice on higher education. This course examines social justice in higher education manifested through four main ways: (a) People, (b) Paradigms, (c) Practices, and (d) Policies. The complexity and dynamics of higher education (and our world more broadly) speak to the need for administrators, researchers, and policy makers who are knowledgeable of and responsive to cultural issues in all aspects of their daily work.

EDH 6401 Public Policy in Higher Education (Fall)

Higher education has profound influences on individuals and the society as a whole. The importance of higher education is well articulated in the statement from the National Center for Public Policy and Higher Education. The Center states, “in an age when our democracy and economy require Americans to attain higher and higher skills, every qualified American who aspires to college — no matter where he lives or what her income — should have the opportunity to pursue and achieve high-quality education and training beyond high school.” Unfortunately, many issues, such as the skyrocketing college prices, the disconnection between K-12 and college, and the disparity in educational attainment, continue to threaten the optimal functioning of higher education and undermine the well-being of American society. This course aims to acquaint students with the major policy issues and problems facing the American states and the country as a whole. These include such issues as access and success, affordability, institutional accountability and autonomy, and state funding of higher education. We will also discuss some of the major cross-state and national policy organizations and actors and the role they play in higher education policy.

EDH 6505 Finance in Higher Education (Spring- online)

Higher education finance continues to be a major issue in higher education. The federal government and states can have substantial influences on students and the institutions through various financing strategies. Meanwhile, financial austerity and increasing calls for accountability force higher education administrators to manage institutional finance more wisely. This course is designed as a seminar to examine major issues in the financing of higher education in the United States. Literature of the economics of higher education will be reviewed, followed by the discussion of major policy issues, roles of the federal government and states, and institutional budgeting and financial management.

EDH 6635 Organization and Governance of Higher Education (Alternate Spring semesters)

Participants in this course examine theoretical perspectives on higher education organizations, the organization and administration of colleges and universities, and the governance systems that influence these institutions. The content includes an overview of selected organizational theories, an analysis of the functions associated with various administrative roles, an examination of governance systems at the institutional and state level, and the application of rational and strategic planning models in higher education settings.

EDH 6935 Prospectus Development (Spring)

The focus of the course is on issues related to the development and refinement of the doctoral dissertation prospectus, including problem statement, literature review, and research design and method. Students in this course will be expected to have identified a research problem, have articulated working research questions, have developed a conceptual framework for the research, and have completed a draft literature review. The course is designed to help move advanced doctoral students from conceptualization to operational stages of the research design and implementation required for the dissertation. The primary outcome of this course is a draft prospectus to share with their major professor and research committee.

EDH 6936 Seminar on Student Development Theories (Fall)

This doctoral student seminar focuses on student development theories and research. It provides doctoral students an opportunity to become acquainted with leading theories of college student development and how to analyze and evaluate their strengths and weaknesses as both theoretical and applied models for educational use in the higher education setting.

Selected Professional Organizations

American Association of Community Colleges (AACC)

Website: www.aacc.nche.edu

American Association of University Women (AAUW)

Website: www.aauw.org

American College Counseling Association (ACCA) - Division of ACA

Website: www.collegecounseling.org

American College Health Association (ACHA)

Website: www.acha.org

ACPA: College Student Educators International (ACPA)

Website: www.myacpa.org

American Council on Education (ACE)

Website: www.acenet.edu

American Counseling Association (ACA)

Website: www.counseling.org

American Educational Research Association (AERA)

Website: www.aera.net

Association for Institutional Research (AIR)

Website: www.airweb.org

Association for the Study of Higher Education (ASHE)

Website: www.ashe.ws

Association of American Colleges and Universities (AACU)

Website: www.aacu.org

Association of College and University Housing Officers –International (ACUHO-I)

Website: www.acuho-i.org

Association of College Unions - International (ACU-I)

Website: www.acui.org

Association of Fraternity Advisors, Inc. (AFA)

Website: www.fraternityadvisors.org

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Association of Student Conduct Affairs (ASCA)

Website: www.theasca.org

Association on Higher Education and Disability (AHEAD)

Website: www.ahead.org

College and University Professional Association for Human Resources (CUPA-HR)

Website: www.cupahr.org

Florida American Association of University Women

Website: <http://aauw-fl.aauw.net>

Hispanic Association of Colleges and Universities (HACU)

Website: www.hacu.net

International Leadership Association (ILA)

Website: www.ila-net.org

National Academic Advising Association (NACADA)

Website: www.nacada.ksu.edu

National Association of Campus Activities (NACA)

Website: www.naca.org

National Association of College Admission Counseling (NACAC)

Website: www.nacac.com

National Association of College and University Business Officers

Website: www.nacubo.org

National Association for Equal Opportunity in Higher Education (NAFEO)

Website: www.nafeonation.org

NAFSA: Association of International Educators (NAFSA)

Website: www.nafsa.org

National Association of Student Financial Aid Administrators (NASFAA)

Website: www.nasfaa.org

National Association for Student Affairs Professionals (NASAP)

Website: www.nasap.net

National Association of Student Personnel Administrators (NASPA)

Website: www.naspa.org

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National Career Development Association (NCDA)

Website: www.ncda.org

National Orientation Directors Association (NODA)

Website: www.nodaweb.org

Southern Association for College Student Affairs (SACSA)

Website: www.sacsa.org

Selected Internet Resources

Higher Education Job Sites

Academic 360.com / www.higher-ed.org/jobs/

Academic Diversity Search / <https://www.academicdiversitysearch.com/>

ACPA / <http://careers.myacpa.org/jobs>

The Chronicle of Higher Education / chronicle.com/

Education Jobs / www.nationjob.com/education

Higher Education Jobs / www.higheredjobs.com

Insight into Diversity (Faculty, Administrative) / <https://careers.insightintodiversity.com/>

Institutional Research Jobs / <https://www.airweb.org/Careers/Pages/Jobs.aspx>

NASPA / www.theplacementexchange.org

Student Affairs Jobs / www.StudentAffairs.com/jobs/

Inside Higher Ed / careers.insidehighered.com/seekers

Higher Education Resources

American Association of State Colleges & Universities / www.aascu.org

Center for Academic Integrity / www.academicintegrity.org

The Chronicle of Higher Education / chronicle.com

Higher Education Resource Hub / www.higher-ed.org

Legal Issues in Higher Education

Council on Law in Higher Education / www.clhe.org

National Center for Higher Education Risk Management / www.ncherp.org

Student Affairs

Council for the Advancement of Standards (CAS) / www.cas.edu

Student Affairs.com / www.studentaffairs.com

Fraternity and Sorority Life

Center for the Study of the College Fraternity / www.indiana.edu/~cscf/

National Panhellenic Conference / www.npcwomen.org

National Pan-Hellenic Council / www.nphchq.org