



FLORIDA STATE UNIVERSITY

Doctoral Student in Higher Education Handbook

2018-2019 | HIGHER EDUCATION PROGRAM

Department of Educational Leadership & Policy Studies
1209 STONE BUILDING | TALLAHASSEE, FL 32306-4452 | COLLEGE OF EDUCATION

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Section 1: THE HIGHER EDUCATION PROGRAM

Mission Statement

The mission of the higher education program is to prepare leaders who contribute solutions to the challenges facing higher education and society. The program provides a student centered learning community; promotes a culture of critical inquiry; emphasizes the discovery, integration, and application of knowledge about higher education; fosters a caring, collaborative, and inclusive environment; and encourages educational transformation and change.

Core Values

We value and attempt to create a learning community in which students develop a framework of knowledge that enables them to think critically, articulate values, and put their knowledge and skills to use.

We value and seek to develop collaborative relationships in which faculty, students, staff, and practicing professionals identify and share in the realization of mutually valuable learning outcomes.

We value and try to create an open community based upon democratic ideals in which freedom of expression is protected, civility is affirmed, and appreciation and understanding of individual differences are honored and respected. In this light, we value a caring community in which the well-being of each person is important, and a life-net supports every member.

General Information

Graduate study in higher education prepares individuals for careers in administration and leadership in public and private two-year colleges, four-year institutions, and universities. Graduates work in a variety of service, research, and teaching programs in education agencies and organizations throughout the United States and abroad. Their careers offer the satisfaction of serving human needs and realizing valued societal goals. Graduate study in higher education can also improve opportunities for advancement and mobility as well as offer intrinsic rewards that stimulate productivity, enhance expertise, and renew motivation.

At Florida State University (FSU), the Higher Education Program has earned a national reputation for excellence in professional training. Established in 1957, the FSU program consistently ranks among the top programs in the United States in popular press publications such as *U.S. News & World Report* and in reputation studies conducted among higher education leaders. Graduate study options lead to the Master of Science (M.S.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degrees.

A student's program of study is designed focus on one of two specializations: either the Student Affairs track or the Public Policy of Higher Education track. By choosing a specialization, a student will be able to combine elective and core courses with other learning experiences in order to pursue their unique educational and professional goals. In general, curricula are

designed to provide a knowledge base about the professional field and a theoretical framework to guide research and career development in higher education.

The faculty provide a variety of expertise essential to the continuing development of higher education as a field of study. Graduates make similar contributions, and our alumni constitute an important network of individuals who serve nationwide in positions of leadership within higher education institutions, research organizations, and policy-making agencies.

Doctoral Degree Programs

The Higher Education Program is located in the Department of Educational Leadership and Policy Studies within the College of Education. The Higher Education Program offers two Ph.D. specializations for researchers: Student Affairs and Public Policy of Higher Education, and an Ed.D. for practitioners.

Financial Assistance

Graduate Assistantships/Fellowships

Graduate assistantships are available to qualified doctoral students who enroll full-time. Graduate assistants are expected to contribute their time and energy to major research or service projects associated with the Department, affiliated centers, individual faculty grant projects, as well as 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.

Tuition and Fee Waivers

Partial tuition and fee waivers are usually available in the fall and spring with most assistantships. Tuition and fee waivers are governed by the policies of the FSU Graduate School and are awarded through the College of Education. In some years funds may be limited, and every good faith effort is made to assign the money fairly and wisely. The funds available may not be sufficient to fully fund every student. Summer funding is very limited. It is the student's responsibility to find additional funding sources, usually through the Student Financial Aid Office.

Fall and Spring Semesters

Nine hours of coursework is the minimum required to receive a tuition and fee waiver in the fall or spring. Students must be registered for at least nine hours by the time early registration closes or will lose the tuition and fee waiver. If you have questions about waivers, hours, or deadlines, see the ELPS program assistant in 1209 Stone.

Summer Semester

Summer tuition and fee waivers are determined each spring prior to the summer term. The FSU Graduate School makes this determination. In past years, the number of hours needed for full-time enrollment depended on the summer session or sessions in which courses are taken. Allocations in recent years are shown below to help students plan the program of study for the degree:

Session	Minimum Enrollment
A	9 hrs
B	5 hrs
C	5 hrs
D	7 hrs
F	7 hrs
Combination of Above (e.g. B and C credits)	9 hrs

Academic Common Market

The academic common market is an interstate agreement among southern states for sharing academic programs. FSU permits in-state fees for students from states who are members of the Academic Common Market of the Southern Regional Education Board if that state recognizes the Higher Education Program at FSU. Currently these states accept one or more graduate degree programs in Higher Education from FSU: Alabama, Arkansas, and Louisiana. To enroll as an academic common market student an applicant must obtain certification from the common market coordinator in the student's home state. More information about this opportunity, including specific information for each state may be found at

<http://home.sreb.org/acm/choosestate.aspx>.

Section 2: DOCTORAL DEGREE PROGRAMS**Outcomes of the Doctoral Degree Programs**

Upon completion of the doctoral degree, graduates will have adopted a code of professional ethics and enhance their critical thinking to work through complex and emerging problems in higher education, both theoretical and practical. They will also be able to demonstrate knowledge and application of approaches used in administration, leadership, and research.

Doctor of Education (Ed.D.)

The Ed.D. student will demonstrate knowledge of policy and practice through the conduct of systematic inquiry in a defined arena of higher education. Students will learn to develop evaluation strategies based upon a clear understanding of current practice and professional standards. The student will learn to apply economic, governmental, historical, institutional, and sociocultural contexts to the setting in which their inquiry and practice is to occur.

Admission Requirements

An applicant for admission to the Ed.D. program must meet the following three requirements: (1) a GPA of 3.0 or better on a 4.0 scale for the last two years of undergraduate study, (2) a graduate GPA of 3.5 or better on a 4.0 scale, and (3) a score in the top 50th percentile of the GRE.

Official TOEFL results are required of all international applicants whose native language is not English and who have not studied in an English-speaking country for at least one academic year. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 80 on the internet-based test is required for admission to the university, even with a master's degree from an American college, to be considered for admission to a doctoral program. Contact Office of Admissions for more information.

The Ed.D. program is highly selective, and meeting minimum requirements is not a guarantee of admission. Factors which are relevant to the admissions decision include, but are not limited to, management and leadership experience in higher education, high motivation to achieve personal and professional goals consistent with the program's mission, and evidence of outstanding written and oral communication skills.

Transfer Requirements

Any students currently enrolled in a graduate program at FSU who desires to transfer into any program in the Department of Educational Leadership and Policy Studies, including the Higher Education program, must be cleared by the ELPS department chair prior to admission.

Degree Requirements

The Ed.D. degree requires a minimum of 57 semester hours of coursework beyond the master's degree with a 3.00 minimum GPA plus 24 hours of dissertation credit. The 57 semester hours must include 21 hours of higher education core courses, 12 hours of Foundations courses, 6 hours of elective courses, and 18 hours of research courses.

Doctor of Philosophy (Ph.D.)

A Ph.D. student will demonstrate knowledge of theory and research. Ph.D students will gain expertise in their chosen specialization and expertise over the course of their studies. Using these specializations as a basis, they will learn how to develop testable research questions or hypotheses, construct corresponding literature reviews, and develop strengths in methodologies that will allow them to devise a policy-relevant original research study that meets the requirements of the students' discipline of inquiry. Ultimately, students will graduate with the ability to conduct independent research of a quality required by the field's major associations and academic publications.

Admission Requirements

An applicant for admission to the Ph.D. program must meet the following three requirements: (1) a GPA of 3.0 or better on a 4.0 scale for the last two years of undergraduate study, (2) a graduate GPA of 3.5 or better on a 4.0 scale, and (3) a score in the top 50 percentile of the GRE.

Official TOEFL results are required of all international applicants whose native language is not English and who have not studied in an English-speaking country for at least one academic year. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 80 on the internet-based test is required for admission to the university, even with a master's degree from an American college, to be considered for admission to a doctoral. Contact the Office of Admissions for more information.

The Ph.D. program is highly selective, and meeting minimum requirements is not a guarantee of admission. Factors which are relevant to the admissions decision include, but are not limited to, management and leadership experience in higher education, high motivation to achieve personal and professional goals consistent with the program's mission, and evidence of outstanding written and oral communication skills.

Transfer Requirements

Any students currently enrolled in a graduate program at FSU who desires to transfer into any program in the Department of Educational Leadership and Policy Studies, including the Higher Education program, must be cleared by the ELPS department chair prior to admission.

Ph.D. Degree Requirements

The Ph.D. degree requires a minimum of 57 semester hours of coursework beyond the master's degree with a 3.00 minimum GPA and 24 hours of dissertation credit. The minimum of 57 semester hours must include 9 hours of higher education core courses, 9 hours in discipline courses, 21 hours of research courses, 18 hours in student specialization.

All Ph.D. students must complete 9 credit hours for an outside discipline. In consultation with the student's advisor a student should select a discipline or specialization outside of the Department of Educational Leadership and Policy Studies. All nine of these hours must be letter-graded (A, B, C).

Additional substantive and/or research courses may be required by a supervisory committee, to enable the doctoral candidate to pursue competently his/her dissertation research.

Transfer of Courses

A student may transfer up to 6 semester hours of relevant course credit into the doctoral program, provided the student received a grade of "B" or better; the transfer courses are approved by the student's advisor; and the classes were taken after the completion of the master's degree and within 5 years of admission to the doctoral program. These transfer hours may be counted toward the completion of the program of studies leading to the doctoral degree if approved by the student's academic advisor. The student must obtain written approval for transfer credit.

Substitution of Courses

An additional 6 semester hours of relevant course credit may be *substituted* for courses required as part of the program of study for the doctoral degree, provided the student received a grade of "B" or better and the classes were taken within 5 years of admission to the doctoral program, and the substituted courses are approved by a faculty member offering the course at FSU as equivalent in content to the course offered at FSU. In any case in which a course is *substituted* under this paragraph, the student must take the same number of semester hours in a course relevant to the program of study in higher education. Whenever a course is *substituted*, the student must select an alternative course or courses with the consent of the major professor. The student must obtain written approval for substituted credit.

Courses that are transferred or substituted will not count toward GPA or scholarly engagement requirements for the doctorate.

Incomplete Courses

Incomplete ("I") grades will be recorded only in exceptional cases when a student, who has completed a substantial portion of the course and who is otherwise passing, is unable to complete a well-defined portion of a course for reasons beyond the student's control. Students in these circumstances must petition the instructor and should be prepared to present documentation that substantiates their case. Incomplete grades will not be granted in order to allow students to do extra coursework in an effort to increase their grade.

In order to assign an incomplete, the instructor will indicate a time frame for resolution of the grade and the default grade to be assigned if the student does not complete the remaining academic work. It is the student's responsibility to complete the remaining academic work within the agreed-upon time frame.

Continuous Enrollment

Continuous enrollment at Florida State University is defined as enrollment without an interruption of two or more consecutive semesters (including Summer term). Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Students who are not enrolled at the University for two or more consecutive semesters (or consecutive semester and Summer term), and who are not on approved leave of absence, must apply for readmission before resuming their studies. (*From the 2017-2018 Graduate Bulletin*)

Diagnostic Examination

A diagnostic examination will be administered to each new doctoral student. This examination is administered to new doctoral students in the fall of each academic year. The purpose of the diagnostic examination is to provide the faculty with information that will help in the design of a program of studies that will include the kind of coursework needed to upgrade important skills or fill knowledge gaps. No preparation for the diagnostic examination is necessary; it is a closed-book, fixed-time, analytical exercise. Doctoral students who have published in a solo or

first-authored work in a peer reviewed scholarly journal may be exempted from this examination.

Scholarly Engagement Policy

“The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the University. The goal is to prepare students to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge. Each academic unit with a doctoral program should include a program specific statement in its Graduate Handbook describing how its students can meet the Scholarly Engagement requirement” (FSU Graduate Bulletin, 2017-2018).

Higher Education Program Doctoral Scholarly Engagement Requirements

Purpose: The goal of the Scholarly Engagement requirement is to prepare doctoral graduates who can acquire, evaluate, communicate, and extend knowledge through active participation in the scholarly community.

Annual Confirmation of Scholarly Engagement: Each year, as part of the annual review process, doctoral students must demonstrate to their faculty advisor's satisfaction either 1) completion of any benchmark activity *or* 2) concrete progress toward the completion of any benchmark activity.

Prerequisites to be completed before key milestones in doctoral progression: Certain benchmarks *must be completed before* students are allowed to 1) take the preliminary exam, 2) defend a proposal/prospectus, and 3) register for graduation.

BENCHMARKS FOR SCHOLARLY ENGAGEMENT

Before Preliminary Exam

- Attend at least 2 Relevant Research Roundtable (R3) presentations
- *and* Complete the FSU Responsible Conduct of Research certification (<http://humansubjects.magnet.fsu.edu/training/trainingslides.html>)

Before Prospectus/Proposal Defense

- Attend at least 1 prospectus defense as an observer
- *and* attend at least 1 dissertation defense as an observer
- *and* at least one of the following:
 - Attend at least 1 national conference (professional or research association)
 - Attend an outside/external methodological workshop

- Attend an FSU professional development seminar/workshop

Before Graduation

- Present as first or second author/presenter at a national conference
- *or* Present as the first author/presenter at a state or regional conference
- *or* Publish an article as the first or second author in a peer-review journal (article accepted or “in press” by time of registration for graduation)

Program of Study

The program of study is a form listing coursework leading to the completion of the degree program and includes a student's anticipated timeline for award of a doctorate. A student's advisor will help begin the planning for a program of study, but the program of study is completed with the advice of and approved by the chosen major professor and supervisory committee. Each student will submit a program of study to OASIS within the College of Education *no later than twelve (12) months after enrollment* including Major Professor and Department Chair signatures. The program of study may be modified before completing the preliminary examination. The two departmental committee member names and signatures must be submitted to OASIS in the semester in which the doctoral student is registered for the preliminary exam via the College of Education Supervisory Committee Revision Form. The name and signature University Representative must be submitted to OASIS with the doctoral student's Dissertation Prospectus Clearance Form via the College of Education Supervisory Committee Revision Form. The Department Chair and College of Education Academic Dean must also approve a student's program of study. Forms and guidelines for planning a program of study are available OASIS/COE web site at: <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>.

Major Professor

Students begin doctoral study under the guidance of a temporary advisor assigned to assist in developing a program of study, but the student must ultimately select a major professor. The major professor works closely with the student throughout the doctoral program and guides the student's dissertation work. The major professor must have graduate faculty status in the higher education program. The student must decide who to invite to serve in this role and ask that person to serve as major professor. It is expected that the student will make the selection of a major professor within the initial year of study in the program.

Supervisory Committee

Following the selection of the major professor, the student should select a supervisory committee prior to registering for the preliminary examination. The selection of a supervisory committee should reflect the proper composition of expertise needed to direct the student's dissertation with particular attention to the selected dissertation topic. The student should make the selection of the supervisory committee with the assistance of the major professor.

The supervisory committee will consist of a minimum of four members, all of whom must be FSU faculty and have graduate faculty status. One committee member must be a tenured

faculty member from outside the Department of Educational Leadership and Policy Studies to serve as the university representative.

Both Ph.D. and Ed.D. students select a major professor and supervisory committee. It is recommended that the student select an outside committee member only after taking a course with that faculty member. The university representative of the Ph.D. supervisory committee may come from the discipline or department in which the student will earn a specialization.

It is the responsibility of the supervisory committee to assess annually the progress of the doctoral student. The supervisory committee will make the assessment available in writing to the student, the department chair, and the academic dean.

Research Courses

Four research courses are required of all doctoral students. These four courses are the following: EDF 6486 Applied Research Methods for Educational Leadership and Policy; EDF 5400 Basic Descriptive and Inferential Statistics Applications; EDF 6475 Qualitative Methods in Education; and EDA 6930 Literature Review (or EDH 6935 Prospectus Development). Additional research courses will include EDF 5649C Applied Education Policy Analysis and two advanced methods courses for Ph.D. students, and EDF 5461 Introduction to Program Evaluation and EDH 5068 Outcomes of Undergraduate Education for Ed.D. students.

The research courses are sequenced to assist the student in developing competence in the conduct of inquiry, knowledge of research methods related to educational leadership, skill in appraising research, and the ability to construct an integrative literature review and prospectus.

Developing an Outside Discipline

The outside discipline refers to a body of courses taken in addition to the core courses for the Ph.D. All Ph.D. students must complete 9 credit hours for an outside discipline. "Outside" indicates that the courses must be taken "outside" the ELPS Department, either in another department in the College of Education or in the university, e.g. English, or Sociology.

Students should select a faculty member from an outside department and in consultation with this person and the chair of the supervisory committee select a minimum of nine (9) credit hours for the outside discipline. All nine of these hours must be letter-graded (A, B, C).

Developing an Area of Expertise

In addition to selecting a specialization, 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 specialized area of interest;
3. Enrolling in courses outside the program that relate to a specialized area of interest;
4. Enrolling in relevant experimental or topical courses in higher education and other programs;
5. Enrolling in Directed Individual Study, Supervised Research, Internships, and other individual learning activities supervised by faculty (and practitioners) who are experts in the subject area of special 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 special interest; and
10. Preparing literature reviews, mini-prospectus, research proposals, and a thesis or dissertation in a specialized area of interest.

Advanced Individual Study Options

Students whose advisor determines that they have an adequate number of research methods courses may elect up to six (6) semester hours of Supervised Research (EDH 5915) or Directed Individual Study (DIS) (EDH 5906). Graduate policy prohibits students from taking more than six hours of supervised research towards completion of the degree. The program discourages use of the DIS because a DIS does not afford the student opportunity for interaction with other students engaged in the study of a particular subject, nor does this option permit award of graded credit. Furthermore, a DIS does not result in the allocation of adequate student credit hours in relation to faculty effort and may operate to force cancellation of courses due to insufficient enrollment.

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.

Higher Education in America Advanced Study Options

Those students who have completed a graduate degree in higher education or a comparable field within five years or less of beginning doctoral study in the higher education program may substitute EDF 5519 History of Higher Education for EDH 5051: Higher Education in America: Basic Understandings.

Internships

Another elective option for students is a Doctoral Internship (EDH 5942). For students needing practical experience, internships can be valuable by providing opportunity for the application of theory to the problems of practice. With approval of the advisor, internships may be arranged in various college offices or government agencies.

Preliminary Examinations

Clearance for the preliminary examination is done by the Graduate Coordinator for the College of Education. Clearance is only given if the student has met the following requirements: registration for the preliminary examination; an overall GPA of 3.0 or better for all graduate work completed; a supervisory committee (including University Representative); and an approved program of study on file in the graduate office; and completion of the diagnostic examination. Students who register for the preliminary examination must be in their last semester of coursework for the doctorate or have no more than 6 hours of coursework remaining on the approved program of study.

The preliminary examination is administered in the spring and summer semesters, typically before the seventh week of the semester, so students can plan for dissertation hours. The examination is prepared by a committee of higher education faculty in which one question is prepared. Pairs of faculty members evaluate answers for this examination.

Expectations of preliminary responses are as follows:

When responding to the prompt, students will be expected to produce a paper that a) incorporates concepts, theories, and literature from the core coursework, b) addresses the problem(s) from a perspective drawn from their specialized course work, and c) outlines a research or evaluation plan consistent with their methodological training. A comprehensive rubric, detailing faculty expectations for strong exam papers, will be provided in the coming weeks. In general, however...

- a) Students will be expected to demonstrate an understanding of, and an ability to use, professional and academic literature on topics discussed during their core courses. Although citations are expected, the quantity of citations is considered of secondary importance relative to the appropriate synthesis of relevant literature to support comprehensive, coherent, and compelling arguments.

- b) Students are expected to incorporate the conceptual, theoretical, and methodological literature from their coursework throughout their examination. Although students may take a variety of approaches to identify key issues needing to be addressed for a particular prompt, students are expected to clearly articulate the perspective from which they are approaching the problem (e.g., public policy, student development, sociology, institutional leadership).
- c) Students are expected to outline a defensible plan for applying an appropriate assessment, evaluation, or research design to further examine the issues underlying the problems outlined in the prompt. Students should propose designs consistent with their foci during methodological coursework. Successful exams may propose qualitative, quantitative, and/or mixed methods. Regardless of the specific methodological approach, students must justify their methodological choices using arguments drawn from and supported by the appropriate methodological, theoretical, and topical literature.

Rules and Responsibilities

- a) Students will have one week to complete the examination. Late submissions will be considered as failed exams.
- b) The exam should not exceed 25 pages, and should not be shorter than 15 pages, of text *including* title page, references, appendices, and any footnotes/endnotes. Pages should include one-inch margins on all sides, be double-spaced, single-sided, and 12 point Times New Roman font (or equivalent-sized font) should be used. Submissions must be made in Microsoft Word or PDF formats.
- c) The exam is to be formatted (including citations and references) according to the most recent guidelines of the American Psychological Association.
- d) Students are required to adhere to the Florida State University's Academic Honor Policy (<http://academichonor.fsu.edu/policy/policy.html>), and *may not* receive any outside assistance while completing the exam. For example, once the exam has begun, students may not share documents, references, resources, notes, etc. Nor may students make use of friends, family, colleagues, or professionals to review, edit, proofread, or format the exam.
- e) However, students *are* permitted to use any resources typically available to FSU graduate students, including the internet, library resources, course materials and notes, books, articles, and software.
- f) Questions about the examination must be submitted directly to the faculty member in charge of the preliminary examination for that semester. All submitted questions will be reviewed and, if answered, will be shared with the entire group of students completing

the exam. Students should assume, however, that all the information necessary for successful completion of the examination is available via the blackboard site. Students are responsible for submitting the completed exam even if their questions remain unanswered during the exam period.

Preliminary Examination Retake Policy

If a doctoral student fails the preliminary examination, the only retake option will be the next normally scheduled offering of the exam. Students are allowed to take the examination no more than two times. If the student fails the examination twice they will exit the program. The examination will only be offered at its regularly and officially scheduled times, generally at the beginning of the spring and summer semesters. There will be no special or out of schedule offerings of the preliminary exam.

Students should consider the benefits and potential risks of enrolling in EDH5906 - Directed Individual Study (i.e., dummy hours). It is the sole responsibility of the students when making such course enrollment decisions, and students decide to enroll in such courses at their own risk. No exceptions or adjustments will be made to the preliminary examination retake policy because students decide to enroll in dummy hours.

Preliminary Examination Appeal Process

If a doctoral student fails the preliminary examination in the Educational Leadership and Policy Studies (ELPS) department, the student shall have the right to appeal the decision.

To initiate an appeal, the student should contact their advisor with a written request to appeal the decision within five business day of receiving notice. Once the advisor has reviewed the appeal the student will present the appeal to their program coordinator and the department chair within five business days of receiving the results. Once the Chair has received the appeal, the Chair will present the appeal to the Department Advisory Committee (DAC) for their action within two weeks of receiving the appeal. A committee of two DAC members (who were not involved in the examination or defense) and one doctoral candidate will be assigned to review the decision. Once the review has been conducted, the sub-committee will report their findings to the ELPS Chair within two weeks of having received the appeal. The Chair will then issue a final decision on the matter to the student and the appropriate program faculty within five days of receiving the committee's decision.

Should the student not be satisfied with the department's response, the student may appeal to the Associate Dean for Academic Affairs in the College of Education.

Admission to Candidacy

Satisfactory completion of a preliminary examination is required for admission to candidacy for the doctoral degree. A student must be admitted to candidacy for at least 6 months prior to the granting of the doctoral degree. All requirements for the doctoral degree, including a successful

dissertation defense, must be completed within five calendar years from the time the student has been admitted to candidacy

Dissertation credits may not be taken until a student is formally admitted to candidacy. After completion of the Admission to Candidacy process, the student may retroactively add dissertation hours for the semester in which the preliminary examination was completed if the preliminary examination was passed by the mid-point of the semester. This date will be posted on the Registrar's calendar. Students who fail or receive an incomplete ("I") in the preliminary examination will have a block placed on their registration for dissertation hours until the preliminary examination is successfully passed and the "I" grade is changed to passing ("P"). If a student received an incomplete in a previous semester and completes the examination within the first 8 weeks of the next semester, the student will be allowed to complete a late drop/add and change course hours to dissertation hours. This process is not allowed for the same semester a student initially registers for the preliminary examination.

Prospectus and Dissertation

The focus of the dissertation will differ according to the degree program. The Ed.D. dissertation may concentrate on the applied problems of administration, management, governance, or other areas of higher education as they arise in the field. However, an Ed.D. student with the proper training in research methods may undertake a dissertation more typical of Ph.D. students. The Ph.D. dissertation is expected to involve original research constituting a significant contribution to knowledge that includes the study's implications for further research and theory development.

After a student has passed the preliminary examination and becomes a doctoral candidate, he/she may enroll for dissertation hours. Twenty-four (24) hours of dissertation credit must be earned in this period before a student can defend the dissertation and be awarded the degree. A maximum of 12 dissertation hours can be taken in one semester. Students receiving assistantships must enroll for a minimum of 9 hours (of which 2 must be dissertation hours). Domestic doctoral students without an assistantship may opt for part-time status with the approval of their program, in which case they must enroll for a minimum of 2 dissertation hours.

While enrolled for dissertation hours, students are expected to demonstrate progress towards completion of the degree. Doctoral students must produce a product for review by the major professor that is commensurate with the number of dissertation hours in which the student is enrolled. This product will be evaluated by the major professor at the end of each semester in order to determine whether the student should receive a satisfactory grade for progress on dissertation research. The major professor and supervisory committee will consider these products in assessing student progress towards degree completion on an annual basis.

During this period of enrollment, a research prospectus must be prepared that follows the guidelines of the College of Education. A copy of the Prospectus Guidelines and Clearance

Procedures may be obtained at <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. A student should work closely with their major professor on the research prospectus for a dissertation study. A final draft of the prospectus will be examined by the supervisory committee and suggestions made for perfecting the proposal. The candidate will need to explain and defend the prospectus at the defense held with the members of the supervisory committee. The Department Chair, using a form provided in the Prospectus Guidelines and Clearance Procedures, must then approve the prospectus.

After the prospectus is approved, the student may begin the independent research that will culminate in the dissertation. To conform to dissertation requirements set by the University, the student should obtain a copy of Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers in the Graduate Student Handbook at <http://www.gradstudies.fsu.edu/New-Current-Students/Graduate-Student-Handbook>. Students will initially submit the final draft of the dissertation to the major professor for review. After the review by the major professor, the student will be advised on when to distribute copies of the manuscript to the supervisory committee and how to schedule the date, time, and place of the defense. Formatting and clearance guidelines for the final electronic submission copy may be accessed from the FSU Graduate Studies web site, <http://gradschool.fsu.edu/academics-research/thesis-treatise-dissertation> or by contacting the manuscript clearance adviser via e-mail at clearance@mail.fsu.edu, or by phone at (850) 644-0045.

Defense of Dissertation

The defense of the dissertation will be oral, and the examination must be completed at least 4 weeks prior to the date on which the degree is to be conferred. Revisions to the final dissertation must be completed before submission to the Graduate School which often requires an earlier defense date.

Academic courtesy requires that the draft of the dissertation be submitted to each member of the supervisory committee at least 4 weeks before the date of the oral examination. The supervisory committee conducts the examination. At least 2 weeks prior to the date of the examination, the student and major professor will present an announcement of the dissertation title and the date and place of the examination to the FSU Graduate School. A link to the Defense Announcement Form can be found online at <http://gradschool.fsu.edu/academics-research/thesis-treatise-dissertation>.

Dissertation defense results must be signed by all committee members and department chair. All committee members and the student must attend the entire defense in real time, either by being physically present or participating via distance technology. If exceptional emergency circumstances, e.g. medical or other emergency situations, prevent the participation of a committee member then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate (FSU Graduate Bulletin, College of Education).

A written critique of the conduct of the examination in defense of dissertation should be submitted by the outside committee member from the graduate faculty to the appropriate academic dean and the Dean of Graduate Studies within one week after the date of defense. After approval by the oral examination committee, the student should submit the final manuscript electronically to the manuscript clearance adviser.

Graduation

A student must be admitted to candidacy for at least 6 months prior to the granting of the doctoral degree. An application for a diploma must be made in the Office of Records and Registration – Graduate Section, the first 2 weeks of the semester in which graduation is planned. A Final Term Clearance Form will be given to the student to complete. The *University Clearance Guidelines*, which contain graduation forms, must be obtained from the FSU Final Clearance Advisor.

Section 3: SUPPLEMENTAL INFORMATION

Ed.D. Program of Study¹

Higher Education Core (21 hours)

EDH 5051	Higher Education in America (3) ²
EDH 5405	Legal Aspects of College and University Administration (3)
EDH 5506	College and University Business Administration (3)
EDH 5639	Strategic Management in Higher Education (3)
EDH 6505	Finance of Higher Education (3)
EDH 6635	Organization and Governance (3)
EDH 6936	Seminar in Student Development Theories (3)
EDH #TBD	Pro Seminar (0)

Higher Education Foundations (12 hours)

EDH 6067	International Perspectives in Higher Education <i>or</i> EDF 5089 Black and Latino Education: History and Policy (3)
EDH 6081	Leading Change in Higher Education (3)
EDH 6085	Social Justice in Higher Education (3)
EDH 6401	Public Policy in Higher Education (3)

Research Core (18 hours)

EDF 6486	Applied Research Methods in Ed Leadership and Policy (3)
EDF 5400	Basic Descriptive and Inferential Statistics (4)
EDF 6475	Qualitative Methods of Education Research (3)
EDF 5461	Introduction to Program Evaluation (3)
EDH 5068	Outcomes of Undergraduate Education (3)
EDA 6930	Literature Review (<i>or</i> EDH 6935 Prospectus Development) (3)

Higher Education or Related Electives (6 hours)

(See Course List and Descriptions, Section III.)

Dissertation (24 hours)

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

¹ Scheduled semester may vary. Check department listings.

² Students who completed a graduate degree in student affairs/higher education within five years or less of beginning doctoral study should substitute EDF 5519: History of Higher Education for EDH 5051: Higher Education in America; Basic Understandings.

Ph.D. Program of Study³

Higher Education Core (9 hours)

EDH 5051	Higher Education in America (3) ⁴
EDH 6635	Organization and Governance (3)
EDH 6936	Seminar in Student Development Theories (3)
EDH #TBD	Pro Seminar (0)

Specialization (Specified Track: Public Policy or Student Affairs) (18 hours)

Public Policy:

EDH 6505	Finance of Higher Education (3)
EDH 6401	Public Policy in Higher Education (3)
EDH 5005	Sociology of Higher Education (3) (or EDH 5630 Sociology of Education) (3)
EDF 5652	Policy Development (3)
EDH 5931	Politics of Higher Education (3)
EDF 5624	Economics of Education (3)

Student Affairs:

EDH 5931	Seminar on College Student Populations (3)
EDH 6040	Research on College Students (3)
EDH 6081	Leading 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 6414	Web 2.0 based learning and performance (3)
EME 5457	Intro to distance learning: Trends and issues (3)

Choose 1 of the following courses:

EDF 5089	Black and Latino Education: History and Policy (3)
EDH 6067	International Perspectives in Higher Education (3) (Fall)
EDF 5519	History of Higher Education in America (3) (Alt. Spring Terms)
EDH 5005	Sociology of Higher Education (3) (or EDH 5630 Sociology of Education) (3)
EDH 6401	Public Policy in Higher Education (3)

Discipline Courses (9 hours) - work with major professor

Research Core (minimum 21 hours)

EDF 6486	Applied Research Methods in Educational Leadership & Policy (3)
EDF 5400	Basic Descriptive and Inferential Statistics (4)
EDF 6475	Qualitative Methods of Education Research (3)
EDF 5649C	Applied Education Policy Analysis (3)

³ Scheduled semester may vary. Check department listings.

⁴ Students who completed a graduate degree in student affairs/higher education within five years or less of beginning doctoral study should substitute EDF 5519: History of Higher Education for EDH 5051: Higher Education in America: Basic Understandings.

Advanced Methods I (3)

Advanced Methods II (3)

EDA 6930 Literature Review (*or* EDH 6935 Prospectus Development) (3)

Dissertation (24 hours)

EDH 8964 Preliminary Examination (0) (Spring, Summer)

EDH 6980 Dissertation Hours (24)

EDH 9985 Dissertation Defense (0)

Advanced Quantitative Methods Course Recommendations & Sequence:

EDF 6471 Quasi-Experimental Data Analysis (Alt. Spring Semesters, taught by ELPS faculty)

EDF 5414 Introduction to Large Scale Datasets (Alt. Fall Semesters, taught by ELPS faculty)

EDF 5401 General Linear Modeling (pre-requisite for those wishing to take advanced courses through the EPLS department)

Advanced Qualitative Methods Course Recommendations & Sequence:

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

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

Course Sequencing – Full-time Enrollment

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

	Fall Year 1 (2018)	Spring Year 1 (2019)	Summer Year 1 (2019)
All	<ul style="list-style-type: none"> • EDH 5051 HE in America • EDF 6486 Applied Research Methods in Ed Leadership & Policy • EDH 6635 Org & Gov • Pro Seminar (0) 	<ul style="list-style-type: none"> • EDH 6936 Sem in Stu Dev Theories • EDF 5400 Basic Descriptive and Inferential Statistics (4) • EDF 6475 Qualitative Methods for Ed. Research 	
Public Policy	<ul style="list-style-type: none"> • EDF 5652 Politics of HE (if not required to take HE in America)** 		<ul style="list-style-type: none"> • Discipline course/Adv. methods course(s)
Student Affairs			<ul style="list-style-type: none"> • EDH 5309 Technology in Higher Education or Web 2.0 • Discipline course/Adv. methods course(s)"/"Choose 1"
Ed.D			<ul style="list-style-type: none"> • HE Electives
	Fall Year 2 (2019)	Spring Year 2 (2020)	Summer Year 2 (2020)
All		<ul style="list-style-type: none"> • EDF 5519 History of HE 	<ul style="list-style-type: none"> • Discipline/Elective/Adv. methods course(s)
Public Policy	<ul style="list-style-type: none"> • EDF 5649C Applied Education Policy Analysis • EDF 5624 Econ of Ed • Adv. methods/Discipline course 	<ul style="list-style-type: none"> • EDH 5652 Policy Dev • Discipline course/Adv. methods 	
Student Affairs	<ul style="list-style-type: none"> • EDF 5649C Applied Education Policy Analysis • EDH 6085 Social Justice in HE ** • Adv. methods/Discipline course"/"Choose 1" 	<ul style="list-style-type: none"> • EDH 5931 Seminar on College Student Populations** • Adv. methods/Discipline course"/"Choose 1" 	
Ed.D.	<ul style="list-style-type: none"> • EDH 5405 Legal Aspects of College and Univ Admin • EDH 6085 Social Justice in HE** • EDH 6401 Public Policy 	<ul style="list-style-type: none"> • EDH 5068 Outcomes of Undergraduate Ed • EDH 6505 Finance of HE • EDH 6067 International Perspectives in HE** (if not planning to take Black and Latino Education & Policy) 	<ul style="list-style-type: none"> • EDF 5089 Black and Latino Education: History & Policy** (if not planning to take International Perspectives)

	Fall Year 3 (2020)	Spring Year 3 (2021)
All	<ul style="list-style-type: none"> • EDA 6930 Lit Review 	<ul style="list-style-type: none"> • Discipline/Elective/Adv. methods course(s)
Public Policy	<ul style="list-style-type: none"> • EDH 6401 Public Policy • Discipline course(s)/Adv. methods 	<ul style="list-style-type: none"> • EDH 5005 Sociology of HE** • EDH 6505 Finance of HE
Student Affairs	<ul style="list-style-type: none"> • EDH 6081 Leading Change in Higher Education** • Discipline course(s)/Adv. methods 	<ul style="list-style-type: none"> • EDH 5931 Research on College Students **
Ed.D.	<ul style="list-style-type: none"> • EDH 6081 Leading Change in Higher Education** • EDF 5461 Intro to Program Eval • HE elective 	<ul style="list-style-type: none"> • EDH 5506 College and University Business Admin • EDH 5639 Strategic Management

Course Sequencing – Part-time Enrollment

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

	Fall Year 1 (2018)	Spring Year 1 (2019)	Summer Year 1 (2019)
All	<ul style="list-style-type: none"> • EDH 6635 Org & Gov • EDF 6486 Applied Research Methods in Ed Leadership & Policy • Pro Seminar (0) 	<ul style="list-style-type: none"> • EDH 6936 Sem in Stu Dev Theories • EDF 5400 Basic Descriptive and Inferential Statistics (4) 	
Public Policy			<ul style="list-style-type: none"> • Discipline course (s)
Student Affairs			<ul style="list-style-type: none"> • EDH 5309 Technology in Higher Education or Web 2.0 • Discipline course/"Choose 1"
Ed.D			<ul style="list-style-type: none"> • Qualitative Methods for Program Evaluation
	Fall Year 2 (2019)	Spring Year 2 (2020)	Summer Year 2 (2020)
All	<ul style="list-style-type: none"> • EDH 5051 HE in America 	<ul style="list-style-type: none"> • EDF 5519 History of HE** (if not required to take HE in America) 	<ul style="list-style-type: none"> • Discipline/Elective/Adv. methods course(s)
Public Policy	<ul style="list-style-type: none"> • EDF 5649C Applied Education Policy Analysis • Discipline course(s)/Adv. Methods 	<ul style="list-style-type: none"> • EDF 6475 Qualitative Methods 	
Student Affairs	<ul style="list-style-type: none"> • EDF 5649C Applied Education Policy Analysis • EDH 6085 Social Justice in HE** 	<ul style="list-style-type: none"> • EDF 6475 Qualitative Methods 	
Ed.D.	<ul style="list-style-type: none"> • EDH 5405 Legal Aspects of College and Univ Admin • EDH 6085 Social Justice in HE** 	<ul style="list-style-type: none"> • EDH 6505 Finance of HE 	<ul style="list-style-type: none"> • EDF 5089 Black and Latino Education: History & Policy** (if not planning to take International Perspectives)
	Fall Year 3 (2020)	Spring Year 3 (2021)	Summer Year 3 (2021)
All			
Public Policy	<ul style="list-style-type: none"> • EDF 5624 Economics of Education • EDF 5652 Politics of HE** 	<ul style="list-style-type: none"> • EDH 5005 Sociology of HE** • EDF 5652 Policy Development 	<ul style="list-style-type: none"> • Discipline course(s)/Adv. methods
Student Affairs	<ul style="list-style-type: none"> • EDH 6081 Leading Change in Higher Education** • "Choose 1"/Discipline course(s)/Adv. methods 	<ul style="list-style-type: none"> • EDH 5931 Research on College Students** • "Choose 1"/Discipline course(s)/Adv. methods 	<ul style="list-style-type: none"> • "Choose 1"/Discipline course(s)/Adv. methods
Ed.D.	<ul style="list-style-type: none"> • EDH 6081 Leading Change in Higher Education** • EDF 5461 Intro to Program Eval 	<ul style="list-style-type: none"> • EDH 5639 Strategic Management in HE • EDH 5506 College and University Business Admin 	<ul style="list-style-type: none"> • HE Electives

	Fall Year 4 (2021)	Spring Year 4 (2022)	
All	<ul style="list-style-type: none"> • EDA 6930 Lit Review 		
Public Policy	<ul style="list-style-type: none"> • EDH 6401 Public Policy in HE 	<ul style="list-style-type: none"> • EDH 6505 Finance of HE • Discipline course(s)/Adv. Methods 	
Student Affairs	<ul style="list-style-type: none"> • Discipline course(s)/Adv. methods 	<ul style="list-style-type: none"> • EDH 5931 Seminar on College Student Populations • Discipline course(s)/Adv. methods 	
Ed.D.	<ul style="list-style-type: none"> • EDH 6401 Public Policy in HE 	<ul style="list-style-type: none"> • <i>EDH 6067 International Perspectives in HE** (if student did not take Black and Latino Education)</i> • EDH 5068 Outcomes of Undergraduate Ed. 	

Differences in the Ed.D. and Ph.D. Degrees

	<u>Doctorate of Education (Ed.D.)</u>	<u>Doctorate of Philosophy (Ph.D.)</u>
Purpose	Designed for the administrative practitioner	Designed for the researcher or policy analyst
Admission	<p>The doctoral program is highly selective. Meeting minimum requirements is no guarantee of admission. Factors relevant to the admissions decision include, but are not limited to, management and leadership experience in higher education, high motivation to achieve personal professional goals consistent with the program's mission, and outstanding written and oral communication skills.</p>	<p>The doctoral program is highly selective. Meeting minimum requirements is no guarantee of admission. Factors relevant to the admissions decision include, but are not limited to, management and leadership experience in higher education, high motivation to achieve personal professional goals consistent with the program's mission, and outstanding written and oral communication skills.</p>
	<p>Must meet the following requirements:</p> <p>(1) a GPA of 3.0 or better on a 4.0 scale for the last two years of undergraduate study,</p> <p>(2) a graduate GPA of 3.5 or better on a 4.0 scale, and</p> <p>(3) a score in the top 50th percentile of the GRE</p>	<p>Must meet the following requirements:</p> <p>(1) a GPA of 3.0 or better on a 4.0 scale for the last two years of undergraduate study,</p> <p>(2) a graduate GPA of 3.5 or better on a 4.0 scale, and</p> <p>(3) a score in the top 50th percentile of the GRE</p>
Scholarly Engagement	Must complete benchmarks before students are allowed to 1) take the preliminary exam, 2) defend a proposal/prospectus, and 3) register for graduation.	Must complete benchmarks before students are allowed to 1) take the preliminary exam, 2) defend a proposal/prospectus, and 3) register for graduation.
Supervisory Committee	Four members: all must have graduate faculty status. The university representative must be a tenured faculty member outside the ELPS department.	Four members: all must have graduate faculty status. The university representative must be a tenured faculty member outside the ELPS department.
Degree Requirements	<p>Minimum 57 semester hours including:</p> <ul style="list-style-type: none"> • 21 hours of core courses, • 18 hours of research courses, • 12 hours of foundation courses, • 6 hours of electives <p>+ 24 dissertation hours.</p>	<p>Minimum 57 semester hours including:</p> <ul style="list-style-type: none"> • 9 hours of core courses, • 21 hours of research courses, • 18 hours of specialization courses, • 9 hours disciplinary courses <p>+ 24 dissertation hours.</p>
Prospectus & Dissertation	The Ed.D. dissertation is expected to concentrate on the applied problems of administration, management, governance, or other areas of higher education as they arise in the field.	The Ph.D. dissertation is expected to involve original research constituting a significant contribution to knowledge that includes the study's implications for further research and theory development.

Doctoral Program Checklist

1. Apply for Doctoral Study

2. Gain Admission to the Appropriate Doctoral Program

- Ed.D.: For the professional administrator/educator
- Ph.D.: For the scholar/researcher/policy analyst

3. Determine Student Status and Financial Aid Eligibility

- Full time = 12 credit hours without an assistantship; 9 credit hours with an assistantship.
- In-state Residency: Consult with University Residency Coordinator and Department
- Fee waivers: Full or partial waiver with some assistantships; consult Department

4. Attend the Higher Education Program Orientation

- Consult Program Coordinator for dates or check the web site.

5. Register

- Use the FSU Directory of Courses for course offerings each semester
- Select courses in sequence to complete degree based on Doctoral Handbook
- Check with temporary advisor or major professor for approval
- Register online using instructions in FSU Directory of Courses

6. Complete Diagnostic Examination

- First semester (date, time, and place-TBA)
- Format: Analysis and critique of a research article

7. Plan for Scholarly Engagement Policy Requirements

8. Develop an Approved Program of Study

- Begin by selecting courses for current enrollment.
- Consult with current students and temporary faculty advisor.
- Negotiate options for transfer or substitution of post-masters course credits.
- Download College of Education Program of Study form.
- Work out final draft of Program of Study with major professor.
- Complete Program of Study form and obtain signatures of committee members, department chair, and academic dean of the College of Education no later than 12 months after enrollment.
- Review requirements of the Florida State University Graduate Bulletin.
- Consider course requirements and when offered:
 - Most offered only once a year, some in alternate years
 - Note required higher education and elective courses
- If working towards Ph.D. - select specialization:
 - Student Affairs
 - Public Policy
- Research requirements:
 - Ed.D.: 18 hours
 - Ph.D.: 21 hours

9. Establish Supervisory Committee

- Major Professor
- Minimum of four members from the FSU graduate faculty
- One member with tenure from outside ELPS Department

10. Complete the Program of Study

Ed.D.: 57 hours (minimum)

Ph.D.: 57 hours (minimum)

11. Pass Preliminary Doctoral Examination

- Read widely: use readings assigned for courses
- Complete required research courses and core courses before taking examinations
- Be in the last full term of coursework or have no more than 6 hours remaining in part-time study
- Enroll for EDH 8964 and seek clearance from the department

12. Prepare Prospectus of a Dissertation

- Remain continuously enrolled for a minimum of 2 dissertation hours per semester after passing all parts of the Preliminary Examination
- Read the research literature for knowledge gaps
- Prepare papers related to possible topics
- Consult with Committee members and experts for topics
 - Ph.D. topic: original contribution to knowledge
 - Ed.D. topic: analysis of a significant problem in the field of practice
- Write the Prospectus; use an appropriate style manual
- Defend the Prospectus

13. Complete the Dissertation

- Enroll for Dissertation hours--24 required, no less than 2 each term until completion
- Follow the research design in the approved Prospectus
- Conform to Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers (see www.gradstudies.fsu.edu)
- Collect data and information
- Analyze the data and information
- Write up the findings and conclusions of the study
- Enroll for Dissertation Defense
- Defend the Dissertation

14. Graduate

- Apply to the FSU Registrar to graduate and pay fees
- If you plan to attend, tell your major professor, so he/she may "hood" you
- Reserve cap, gown, and hood months before ceremony
- Order invitations through the FSU Bookstore

15. Celebrate!

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!)
- **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 being 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!

The Hardee Center for Leadership and Ethics in Higher Education

The Hardee Center for Leadership and Ethics in Higher Education is named for Dr. Melvne 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 conducts educational seminars, sponsors travel, and provides consultation 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.

Higher Education 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 award 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. A scholarship 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 has been 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.

Barbara Mann Award

The Dr. Barbara Mann award will be given annually at the Hooding Ceremony to a higher education graduate student who shows great promise in the field of student affairs. The successful nominee will demonstrate a passion for helping students and an exceptional work ethic while displaying the highest ideals of integrity and leadership. The winner will be selected from nominations by GA supervisors.

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; at or near the final stages of completing the prospectus or just beginning dissertation research; 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.

For information and application materials related to scholarships available to FSU students, please contact the Department of Educational Leadership and Policy Studies or check 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.

Course List and Descriptions

FSU Higher Education Program⁵

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

Courses with an "M" are typically taken only by masters students and may not count toward the Ed.D. or Ph.D. degrees. All courses taken outside of degree requirements require consent of advisor and/or supervisory committee.

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.

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.

⁵ This course list is subject to change. Please consult the Department of Educational Leadership and Policy Studies for current listings.

EDF 5519 History of Higher Education (Alternate Spring semesters)

Students review the history of American higher education from the 1600s to the present, examining the growth and development of higher education, the complexity and diversity of institutional types, and the social, political, and economic trends that have influenced their evolution.

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 5400 Basic Descriptive and Inferential Statistics (Fall, Spring – 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 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 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.

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 Special Topics in Higher Education: Sociology of Higher Education (Alternate Spring semesters)

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 5051 Higher Education in America: Basic Understandings (Fall)

This course is a survey course designed to introduce students to the study of American higher education. It provides a base of knowledge that serves as a platform for continued learning and in-depth study of the field. Sections include the historic origins and contemporary status of American higher education, variations in institutional models and cultures, disciplined based perspectives on student life, management issues, academic life and the role of faculty, and external pressures for change and reform.

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 communication 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)

EDH 5504 is 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. As this is an 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 5931 Special Topics in Higher Education: Politics of Higher Education (Alternate Fall semesters)

This course introduces students to the systematic study of the relationship between political actors, institutions, and processes and higher-education policy outcomes in the American political system, with special emphasis on the American states – an area of emerging interest to many social scientists. Likewise, students are introduced to some of the major policy issues and problems facing state and federal governments. A primary purpose of the course is to help students develop the capacity to conduct independent scholarship on public policy, politics, and higher education policy. We will achieve this aim by surveying major substantive, conceptual, and methodological issues in the subfield of comparative-state politics, public policy, and some federal politics and policy research, and by critically applying those discipline-based insights to the policy choices governments make for higher education and the policy problems they face. One of the best ways to accomplish these goals is by reading top-notch research and therefore students will be given the opportunity to read a large amount of the very best research published in the fields of political science, public policy, and higher education.

EDH 6040 Research on College Students (Alternate spring semesters- online)

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 will review the major theories and conceptual frameworks related to college students, from transition to, experience in, and outcomes of college. The second section will discuss methodological issues and other challenges in conducting research on college students.

EDH 6067 International Perspectives in Higher Education (Alternate Spring semesters- 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 Leading 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 and Higher Education (Fall; Spring in 2019 only)

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; Fall in 2018 only)

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; Spring in 2019 only)

This course is a doctoral student seminar on student development theories and research. It provides doctoral students an opportunity to become acquainted with leading contemporary 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

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

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 Jobs

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

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

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.nchem.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

Section 4: SELECTED UNIVERSITY POLICIES

Academic Honor System

A major concern of any educational institution, ranking with its concern for the advancement and dissemination of knowledge, is the maintenance of high standards of integrity and responsibility in the academic community. The Florida State University recognizes the responsibility of both faculty and students in developing and maintaining these standards. The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the Florida State University Student Conduct Code (6C2-3.004), which can be found in the Florida State University Student Handbook.

Academic Honor Policy – <http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy>

The statement on *Values and Moral Standards* says: “The moral norm which guides conduct and informs policy at The Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <http://registrar.fsu.edu/>)

The statement also addresses academic integrity: “The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one’s claims and representations and honesty in one’s activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <http://registrar.fsu.edu/>)

Guided by these principles, this Academic Honor Policy outlines the University’s expectations for students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. The Academic Honor Policy Committee may take direct jurisdiction of a case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate. Students in the College of Law and the College of Medicine are governed by the academic integrity policies and procedures of their respective colleges, which are subject to approval by the Academic Honor Policy Committee.

FSU Academic Honor Pledge

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at The Florida State University. I will abide by the Academic Honor Policy at all times.

Academic Honor Violations

Full policy available online at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>

Note: Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

1. **PLAGIARISM.** Intentionally presenting the work of another as one's own (i.e., without proper acknowledgement of the source).

Typical Examples Include: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

2. **CHEATING.** Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise.

Typical Examples Include: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

3. **UNAUTHORIZED GROUP WORK.** Unauthorized collaborating with others.

Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

4. **FABRICATION, FALSIFICATION, AND MISREPRESENTATION.** Unauthorized altering or inventing of any information or citation that is used in assessing academic work.

Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. **MULTIPLE SUBMISSION.** Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.

Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.

Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

7. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another to commit an act of academic dishonesty.

Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

8. ATTEMPTING to commit any offense as outlined above.

Academic Responsibility

Each student shall be responsible for abiding by the Academic Honor Code at all times. The instructor may further define in writing in the syllabus or other documents the instructor's specification of the acts that shall constitute a violation of the Academic Honor Code. Any student who observes cheating or violates the Academic Honor Code is expected to report the violation to the instructor of the course.

ADA Compliance

Florida State University is committed to providing a quality education to all qualified students. The Student Disability Resource Center (SDRC) was established to serve as an advocate for FSU students with disabilities and ensure that reasonable accommodations are provided. As a primary advocate for students with disabilities, the SDRC works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom. The SDRC offers an opportunity for students to achieve their academic and personal goals. Students are encouraged to take advantage of the wide array of services available from the SDRC. For further information, contact the Student Disability Resource Center at 644-9566 (voice); 644-8504 (TDD). <http://dos.fsu.edu/sdrc/>

Grade Appeals System

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or

comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Dean of the Faculties. If you need further information, see the Dean of Faculties web site, <http://fda.fsu.edu/Academic-Resources/Academic-Integrity-and-Grievances/Grade-Appeals-System>, or contact Dr. Jennifer Buchanan in the Office of the Dean of the Faculties at 644-6876.

Graduate Academic Policies and Procedures

The following websites reflect newly updated information on graduate-level academic policies at FSU:

- The Florida State University Graduate Bulletin (see <http://registrar.fsu.edu/bulletin/grad/>)
- The Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers (see www.gradstudies.fsu.edu)

Dissertation

A doctoral dissertation must be completed on some topic connected with the major field of study. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student. The manuscript must be prepared according to the style and form prescribed by the department. Formatting and clearance guidelines for the final electronic submission copy may be accessed from the Office of Graduate Studies Web site, <http://www.gradstudies.fsu.edu>, or by contacting the manuscript clearance adviser.

A student who has completed the required course work, passed the preliminary examination and submitted an Application to Candidacy form to the Office of the Registrar, and continues to use campus facilities and/or receives faculty supervision, but has not made a final dissertation submission shall include in the required full-time load of twelve (12) semester hours a minimum of two (2) dissertation hours per term. Those with underload permission must register for at least two (2) hours of dissertation credit per term. Underloads must be approved by the academic dean. Before registering for dissertation hours, the student must consult the major professor as to the proportion of time to be devoted to dissertation work. The number of hours listed will show the proportion of time to be devoted to the dissertation (with twelve [12] semester hours as an indication of fulltime status). For example, OCE 6980, four (4) semester hours, will indicate that the student expects to devote one-third of the time to dissertation. The number of hours should not only reflect the effort of the student, but should take into account the use of campus facilities/resources and faculty interaction/supervision.

The minimum number of dissertation hours for completion of a doctoral degree shall be twenty-four (24) semester hours.

For more specific information on final-term registration, see the scholarly engagement requirements listed above. Final approval of the dissertation by the entire supervisory

committee is prerequisite to the awarding of the degree. This is true no matter how many hours a student has completed in dissertation or what grades have been recorded for the dissertation hours. As a condition of undertaking a dissertation program, the student agrees that the completed dissertation will be archived in the University Libraries system. The student will make the electronic dissertation available for review by other scholars and the general public by selecting an access condition provided by the FSU Graduate School.

Registration for Final Term

For doctoral students and master's students in a thesis-type program, registration shall be required in the final term in which a degree requiring a thesis, dissertation, or treatise is granted, in accordance with the policies stated in the 'Thesis' and 'Dissertation' sections of this chapter. If a student does not make the manuscript final submission deadline for a given term, but completes all degree requirements before the first day of the next term, it is possible to waive the registration requirement. To be eligible for this registration exemption, all degree requirements, including manuscript clearance, must be completed prior to the first day of the next term. The FSU Graduate School, (850) 644-3500, can provide information on this procedure.

Guidelines for Restrictions on the Release of Theses and Dissertations

The free and open dissemination of the results of research conducted at Florida State University is required if the University is to contribute effectively to the education of its students and to the body of human knowledge. Conflicts can develop among the interests of research sponsors, research directors, and the students doing the research. To ensure that the interests of all parties are protected, the following guidelines should be observed. An ETD must be made available in its complete and original format. It cannot be subdivided into chapters and disseminated under different distribution options.

- **Worldwide Distribution.** Recommended to all of our students. This option makes the ETD freely available worldwide via the FSU ETD Digital Library. It should be noted that some publishers may see a conflict with this level of distribution prior to publication.
- **Embargoed Access (24 Months).** Recommended to students who have a patent application in process or who want to restrict access to the ETD for a limited amount of time in order to pursue commercial interests or other publication. After the restricted time period, the document will be made freely available through worldwide distribution (option above).

The maximum delay in the release of a thesis, treatise, or dissertation to the university libraries and UMI/PQIL shall not exceed twenty-four (24) months from the date the thesis, treatise, or dissertation is approved by the FSU Graduate School. In special circumstances, the Dean of Graduate Studies may grant an additional delay of twenty-four (24) months upon request if the case is made that the delay is in the best interests of all parties or if publication or commercial interest in the document is still ongoing. Such a request must be submitted at least one month prior to the expiration of the original period of delay. It should be recognized that adherence to

this policy does not constitute a guarantee that information in the sequestered thesis or dissertation will not be disseminated by means other than the written thesis or dissertation. Information about particular access issues related to electronic theses, treatises, and dissertations may be obtained from the FSU Graduate School. A request for such a delay must be presented in writing to the Dean of Graduate Studies and carry the endorsement of the student, the major professor, the department or program chair, and the dean of the relevant college or school.

Note: Students should not suffer delays in their normal academic progress, including the final defense of the thesis or dissertation, as a result of a desire to delay release of the thesis or dissertation to the library.

Supervisory Committee

Upon the request of the major professor, the departmental chair will appoint the supervisory committee which will be in charge of the work of the student until the completion of all requirements for the degree. The supervisory committee will consist of a minimum of three members of the graduate faculty who have doctoral directive status, one of whom is a representative-at-large of the graduate faculty drawn from outside the student's department. However, for all interdisciplinary programs, the supervisory committee will consist of a minimum of three members of the graduate faculty who have doctoral directive status, one of whom is a representative-at-large of the graduate faculty drawn from outside the student's department and degree program. Additional members may be appointed if deemed desirable. All additional members of the committee must hold at least master's directive status. Each year they will assess the progress of the student in writing and will make available copies of their assessment to the student, the departmental chair, and the academic dean.

The Dean of Graduate Studies, the academic dean, and the chair of the major department may attend committee meetings as nonvoting members. Notification of the final committee will be reported to the Dean of Graduate Studies. Non-graduate faculty may assist a student on a supervisory committee, but cannot vote or sign the dissertation. The graduate faculty representative is responsible for ensuring that University policies are followed, and that decisions made by the supervisory committee reflect the collective judgment of the committee. Therefore, the graduate faculty representative must be someone who is free of conflicts of interest with other members of the committee. If questions arise they should be referred to the Dean of Graduate Studies for resolution.

Section 5: PROGRAM FACULTY

Full-Time Faculty

Cameron Beatty, Ph.D., Iowa State University

- Assistant Professor
- Gender and race in leadership education, leadership development, global leadership for undergraduate students

Tamara Bertrand Jones, Ph. D., Florida State University

- Associate Professor and Interim ELPS Department Chair
- Blacks in higher education, women in higher education, mentoring, and program evaluation

Bradley E. Cox, Ph.D., Pennsylvania State University

- Associate Professor
- Student affairs, college student development, student outcomes

Kathy Guthrie, Ph.D., University of Illinois at Urbana-Champaign

- Associate Professor and Coordinator, Undergraduate Certificate in Leadership Studies
- Leadership education, online teaching and learning, and student affairs professional development

Shouping Hu, Ph.D., Indiana University

- Louis W. and Elizabeth N. Bender Endowed Professor
- Higher education access and success, student engagement and learning, and public policy

Marianne Lorensen, Ph.D., University of Nebraska-Lincoln

- Teaching Faculty
- Leadership education, student affairs, and service-learning.

Lara Perez-Felkner, Ph.D., University of Chicago

- Assistant Professor
- Sociology of higher education, mixed methods research, women and minorities in higher education, STEM

Christine Mokher, Ph.D., Vanderbilt University

- Associate Professor
- Public policy college readiness, student transitions from high school to postsecondary education, college success, mixed methods research, program evaluation

Robert A. Schwartz, Ph.D., Indiana University

- Professor
- Director, Institutional Research Certificate Program
- Women and minorities in higher education, history of higher education, higher education administration

T.K. Wetherell, Ph.D., Florida State University

- Professor and Former President, Florida State University
- Higher education policy and governance, politics of education, American community college

Adjunct Faculty**Brandon Bowden, Ph.D. Florida State University**

Black men in higher education, student affairs

Allison Crume, Ph.D., Florida State University

Women in higher education, professional development, graduate preparation programs, supervision

Robyn Jackson, J.D. Florida State University

Legal issues

Andrew Mauk, Ph.D. Florida State University

Institutional research, student data and outcomes

Gordon Mills, Ph.D. Florida State University

Institutional research, student data and outcomes

Laura Osteen, Ph.D., University of Maryland College Park

Leadership, service, and civic education

Mark Palazeski, Ph.D., Florida State University

Strategic planning, strategic management, human resources

Jill Peerenboom, Ph.D., Florida State University

Institutional research, student data and outcomes

Shannon Staten, Ph.D., University of Louisville

Retention, living environments (on-campus vs off-campus), student success

Monoka Venters, Ph.D., Florida State University

Higher education policy, low-income students, legal aspects of higher education

Jillian Volpe White, Ph.D., Florida State University

Student affairs assessment, leadership education, experiential learning

Emeritus Faculty

Joseph Beckham, J.D. & Ph.D., University of Florida

Jon C. Dalton, Ed. D. University of Kentucky

Dale W. Lick, Ph.D., University of California-Riverside

John S. Waggaman, Ed.D., Indiana University