

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: EDUCATIONAL LEADERSHIP AND
RESEARCH METHODOLOGY

COLLEGE:
EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EDH COURSE NUMBER 7935 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSK@FAU.EDU)

COMPLETE COURSE TITLE: HIGHER EDUCATION DOCTORAL SEMINAR

EFFECTIVE DATE

(first term course will be offered)

AUGUST 2012

CREDITS:

THREE (3)

TEXTBOOK INFORMATION:

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation and research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole-Thomson Learning.
ISBN 0-534-55974-3 90000

Single, P.B. (2010). *Demystifying dissertation writing: A streamlined process from choice of topic to final text*. Sterling, VA: Stylus Publishing.
ISBN 978-1-5922-313-7 51995

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

This is a doctoral seminar for higher education majors. During this seminar we will address an eclectic array of issues and challenges facing higher education leaders with an emphasis on connections among theories, practices and research.

PREREQUISITES*:

MASTER'S DEGREE AND ADMISSION TO
HIGHER EDUCATION DOCTORAL
PROGRAM

COREQUISITES*:

NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

DOCTORAL STUDENTS ONLY

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

DOCTORAL DEGREE IN HIGHER EDUCATION OR RELATED FIELDS

Faculty contact, email and complete phone number:

Dr. Deborah L. Floyd
Professor and Program Leader, Higher Education
Leadership, Dept. of Educational Leadership &
Research Methodology, FAU
DFloyd@Fau.Edu
(561) 297-2571

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

Teaching and Learning Exercise Science & Health Promotion
Counselor Education Exceptional Student Education
Curriculum, Culture, & Educational Inquiry
(Comments are attached)

Approved by:

Department Chair:



Date:

4/20/12

ATTACHMENT CHECKLIST

♦Syllabus (see guidelines for requirements)

College Curriculum Chair: <u>Linda Webb</u>	<u>1-18-12</u>	http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php ♦Written consent from all departments affected by new course
College Dean: <u>Valley Pruster</u>	<u>1/20/12</u>	
UGPC Chair: _____	_____	
Graduate College Dean: _____	_____	

Email this form and syllabus to diamond@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY**

**EDH 7935
HIGHER EDUCATION DOCTORAL SEMINAR**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

Three semester hours

This is a doctoral seminar for higher education majors. During this seminar we will address an eclectic array on issues and challenges facing higher education leaders with an emphasis on connections among theories, practices and research.

Prerequisite: Master's degree and admission to Higher Education doctoral program

Co-requisites: None

INSTRUCTOR

Dr. Deborah L. Floyd
Professor and Program Leader, Higher Education Leadership
Department of Educational Leadership & Research Methodology
Florida Atlantic University
Boca Raton, Florida 33431

OFFICE:

Education Building, 2nd floor, Educational Leadership Offices, Boca Raton Campus, Florida Atlantic University

PHONE: (561) 297-2571

FAX: (561) 297-3618

EMAIL: DFloyd@Fau.Edu (best way to reach the professor)

PERSONAL EMAIL: DeborahLFloyd@aol.com

HOME PHONE (please email first, unless this is an emergency): 954-564-0344

OFFICE HOURS

Office hours (face to face) are before and after classes. Other times will be available, if requested. Boca office hours are usually Tuesday afternoons. Email and telephone communications are available daily (except on Sundays). It is best to make an appointment if you need to see me so the time we plan together is reserved.

REQUIRED TEXTS, READINGS, & MATERIALS
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Three textbooks are required for this course, but students are encouraged to read all of the "recommended readings", as well as, documents posted on the Blackboard site. All books are available (and in stock) through the www.amazon.com internet site. The required texts should be

available in the FAU Boca Raton bookstore. The professor will bring books to class for exploration during the first day of the seminar for individual review and exploration. Students are encouraged to share resources you have found to be useful by either posting documents and/or links on the Blackboard site or bringing the resource to class.

Required Readings

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation and research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole-Thomson Learning.

ISBN 0-534-55974-3 90000

Single, P.B. (2010). *Demystifying dissertation writing: A streamlined process from choice of topic to final text*. Sterling, VA: Stylus Publishing.

ISBN 978-1-5922-313-7 51995

Please obtain one of the American Psychological Association Guides (6th edition) or the complete Manual. Make sure you have the most current 6th edition.

BIBLIOGRAPHY:

Recommended Readings (optional priority readings, not required to purchase)

The professor recommends you read these two books below and the *Chronicle of Higher Education*.

Glatthorn A.A., & Joyner, R. L. (2005). *Writing the Winning Thesis or Dissertation: A step by step guide*. Thousand Oaks, CA: Corwin Press, Sage Publications Company. **Cost: \$29.95 new**

Sternberg D. (1981). *How to complete and survive a doctoral dissertation*. New York: St. Martin's Griffin. **Cost: \$14.95 (also available for \$9.72)**

The Chronicle of Higher Education. (All doctoral students should have a personal subscription to this important weekly [daily updates send via email].)

Secondary Recommended Readings

Copies of these books will be available in class. You are encouraged to explore these readings, and others, about how to be successful as a doctoral student. If you want to purchase one or more of these books, fine, but know that this is not a requirement for this class.

Brause, R.S. (2000). *Writing your doctoral dissertation: Invisible rules for success*. London and New York: Routledge Falmer, Taylor and Francis Group.
Cost: \$31.95

Bolker J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting*,

revising and finishing your doctoral thesis. New York: Henry Holt and Company.
Cost: \$15.95 (also available for \$10.37)

Davis, G.B., & Parker, C.A. (1997). *Writing the doctoral dissertation: A systematic approach, 2nd ed.* New York: Barron's Educational Series.
Cost: \$12.99 (also available for \$9.20)

Dunleavy, P. (2003). *Authoring a Ph.D.: How to plan, draft, write and finish a doctoral thesis or dissertation*. New York: Palgrave Macmillian.
Cost: varies [\$40 or so]

Foss, S.K. & Waters, W. (2007). *Destination dissertation: A traveler's guide to a done Dissertation*. Landham, MAL Rowman and Littlefield, Publishers, Inc.
Cost: \$22.26

Rudestam, K.E., & Newton, R.R. (2001). *Surviving your dissertation: A comprehensive guide to content and process, 2nd ed.* Thousand Oaks, CA: Sage Publications.
Cost: \$41.95

COURSE DESCRIPTION AND INSTRUCTIONAL OBJECTIVES

This course was developed to address the “big picture” for higher education doctoral students and to approach research from a producer’s perspective. Students will be assigned extensive readings, class conversations and opportunities to interact with scholars and experts that will help each student develop a successful persona as a researcher.

By the end of the seminar, students will:

- Understand the phases and steps of FAU’s doctoral program, including elements of how to be successful at various stages;
- Develop a working knowledge of educational research designs, terminology associated with qualitative and quantitative traditions, and gain confidence and knowledge necessary to learn more about the specifics and “tools” of research;
- Explore an array of dissertation research topics addressing issues and challenges facing higher education;
- Learn from recent graduates and graduate professors useful advice about how to be successful in a doctoral program, select a topic, formulate research questions, work with an advisor/committee, construct a conceptual framework, and select appropriate methods;
- Expand knowledge and understanding of data sets available for dissertation research from those with experience using the data;
- Develop a strong mastery of how to effectively use the FAU library’s scholarly research tools for literature reviews;
- Expand knowledge about using the American Psychological Association’s writing style in scholarly papers and dissertation writing;

- Understand the basic elements of a concept paper and write several “mini concept papers”, resulting in one well developed concept paper focusing on a specific line of research of interest to the student;
- Learn about writing groups and participate in a group;
- Develop a plan, with timelines, for successful completion of the FAU doctoral program, including the dissertation research and navigating Graduate College requirements; and
- Other objectives will be tailored to individual student interest and clarified and defined during the class.

COURSE REQUIREMENTS

Your first responsibility is to **read the literature**. The recommended and suggested reading list is just the “tip” of what you need to be reading in this doctoral seminar.

Your second responsibility is to **share and discuss** your reflections, questions and thoughts about the literature and topics addressed in this seminar.

Your third responsibility is to **participate as an active learner** by engaging in providing constructive feedback to others and receiving feedback.

You will **write a plan** for your success in this program.

Of course, you should develop **individualized learning objectives** with measurable outcomes for this class and articulate those with the professor by completing a student **profile and goals** form following the first class session.

Various in-class and out-of-class assignments will be included in an engaging seminar fashion.

Completion of **dissertation research worksheets**, participation in a **writing group**, and “hands on” experiences with **library and electronic resources** are examples of seminar activities.

Finally, **mini-concept papers** will be required and a final seminar paper developing one of your concepts into a 10-25 page research **concept paper** will be the final assignment.

COURSE EVALUATION

ATTENDANCE AND PARTICIPATION POLICY

Because attendance and participation is an important part of the seminar learning process, attendance at all six day long sessions is required. You and your fellow students are also expected to participate fully in the on line Blackboard learning experience.

You will also be encouraged to interview former doctoral students to learn more about the “journey” and how to be successful as a scholar and doctoral student.

FINAL ISSUES/CONCEPT PAPER and MINI CONCEPT PAPERS

You will be expected to research and write a thoughtful research **concept paper** about an issue in higher education leadership that is of particular interest – specifically, one that the student feels passionately about and wants to learn more about, perhaps a dissertation topic. Of course, the paper

should be properly referenced using APA referencing as a guide. Specific details about the final concept paper will be discussed in class and on Blackboard.

You will also prepare a number of **“mini concept papers”** for presentation and discussion in class (and with a writing group). We will discuss the requirements for these mini papers in class. One mini paper will serve as the basis for your final issues/concept paper discussed previously.

COURSE TOPICS

The following are some of the topics that will be covered in this seminar:

- Phases and steps of the FAU doctoral program- processes and planning
- How to Complete and Survive a Doctoral Dissertation and Avoid being an ABD Statistic
- Formulating a Research Question, Constructing a Conceptual Framework and Selecting Appropriate Methods and Analysis for Dissertation Research
- How to be Successful through the FAU Doctoral Process: Tips and Advice from Recent Graduates
- Interviewing Successful FAU Doctoral Students: Lessons Learned and Advice
- Contemporary issues in higher education: Issues and challenges related to researchable topics
- Am I passionate about this research topic? And, other important questions about selecting a topic
- Effective use of the APA writing style
- Using National Data Sets for Research Projects, Including Dissertations
- Using Local and State Data Sets for Research Projecting including resources at available to FAU doctoral students
- Hands on Seminar: How to Use the FAU Library Resources to Support Dissertation Research
- The Dissertation Proposal Defense – What to expect.
- Preparing for Comps – What to expect.
- IRB and dissertation research – Human subjects training and other important topics.
- Contemporary Issues in Higher Education: What is “hot” and how to address these issues as a researcher
- Professional Associations and their Priorities: Conversations with Association Leaders (if there is time, desirable and available)
- Other topics as desired by the students (such as writing for publication)

GOALS, SELF ASSESSMENT AND GRADES

You will be required to complete a profile and goals statement no later than five days after the first seminar session.

At the end of the course, a self assessment (written) will be required no later than two weeks after the last class ends.

Attendance and participation in class activities (including presentation of mini-concept papers, interviews with successful graduates, and a plan for success) will be worth 70% of the final grade. The

other 30% will be based on the final issues/concept paper due no later than two weeks after the seminar ends.

GRADING SCALE

The FAU grading policy in effect will be utilized for posting of final grades, as follows:

FAU COURSE GRADING SCALE:

A = 94-100 (4.00); A- = 92-93 (3.67)

An "A" signifies an exceptionally clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

B+ = 89-91 (3.33); B = 85-88 (3.00); B- = 82-84 (2.67)

A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

C+ = 79-81 (2.33); C = 75-78 (2.00); C- = 72-74 (1.67)

A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

D+ = 68-71 (1.33); D = 65-67 (1.00); D- = 62-64 (0.67)

A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

F = 61 & below (0.00)

An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a

grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

METHODS OF INSTRUCTION

This course uses a seminar format, and is taught Face-to-Face (FTF) and as a hybrid (FTF and via Blackboard).

FAU MISSION STATEMENT

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY MISSION STATEMENT

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Values

(Assignments and activities in this course are specifically designed to connect to the department's mission and values, which are abbreviated and summarized below.)

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

- Leadership – As educational leaders, we believe that a world-view of Leadership makes a significant difference in your performance and that of your organizations
- Research and Scholarship – We value the discovery, investigation, and application of research methodologies, traditional as well as innovative.

- **Social Responsibility** – As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals.
- **Learning community** – As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program, and we will provide an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry...to prepare educational leaders who are skilled in developing vigorous learning communities in their own workplaces.

Robert Shockley

Message to Chairs

Subject: FW: Proposed Courses - Higher Education Leadership

From: Robert Shockley

Sent: Monday, November 07, 2011 1:55 PM

To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves

Cc: Valerie Bristor; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois

Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

EDH 7935 Higher Education Doctoral Seminar - new seminar course (3 credits) - does not require a syllabus because it is a "9" level, but we are attaching an example since the course has been taught with the EDA prefix for several years. The EDH (Higher Education) prefix is more descriptive of this course.

Course will focus on an array of issues and challenges in higher education with an emphasis on theories, practice and research. This is required of all Higher Education Leadership Doctoral Students.

EDH 6040 Student Development Theory - new course (3 credits)- syllabus attached

This course focuses on the study of student development theories in higher education settings in the context of colleges, universities, community colleges, state colleges and proprietary institutions. The course is a key part of our student affairs curricular offerings. It has been offered several times as a special topics course using the EDA prefix. The course is one of the Higher Education Leadership core electives.

EDH 6931 Special Topics in Higher Education- new special topics course (3 credits) - does not require a syllabus because it is a "9" level.

This is a special topics course, focusing on various aspects of higher education in public and private universities, colleges, state colleges, community colleges, independent, proprietary and technical institutes. This course will address contemporary issues such as emerging trends in student affairs administration, comparative higher education, and policy issues in higher education. This course is also a key part of our student affairs curricular offerings.

Undergraduate Courses (1 total)

LDR 2001 Introduction to Leadership - new undergraduate course (1 credit)

This undergraduate leadership course will expose students to the basic foundations of leadership and applications to college experiences in various student leadership roles. Students will engage in activities and projects that will increase self-awareness through the exploration of values, beliefs, culture and identity. The course was developed in collaboration with FAU's Division of Student Affairs colleagues (at their request) as an offering to undergraduate student leaders. Students in this course will be exposed to the area of student leadership in higher education and may find this course as meaningful pathway to masters student education in the field of higher education leadership in colleges and universities.

Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

Robert Shockley

From: Barbara Ridener
Sent: Monday, November 07, 2011 3:56 PM
To: Robert Shockley
Cc: Patricia Willems; Susannah Brown
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Teaching and Learning does not have a conflict.

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Robert Shockley
Sent: Monday, November 07, 2011 1:56 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Valerie Bristol; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois
Subject: Proposed Courses - Higher Education Leadership

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Undergraduate Courses (1 total)

Robert Shockley

CE

From: Irene Johnson
Sent: Thursday, November 10, 2011 3:43 PM
To: Robert Shockley
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Bob:

I reviewed the courses as requested. There is no conflict with the CE Department course offerings.

Irene

From: Robert Shockley
Sent: Monday, November 07, 2011 1:55 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Valerie Bristol; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

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EDH 7935 Higher Education Doctoral Seminar - new seminar course (3 credits) - does not require a syllabus because it is a "9" level, but we are attaching an example since the course has been taught with the EDA prefix for several years. The EDH (Higher Education) prefix is more descriptive of this course.
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This course focuses on the study of student development theories in higher education settings in the context of colleges, universities, community colleges, state colleges and proprietary institutions. The course is a key part of our student affairs curricular offerings. It has been offered several times as a special topics course using the EDA prefix. The course is one of the Higher Education Leadership core electives.

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Undergraduate Courses (1 total)

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This undergraduate leadership course will expose students to the basic foundations of leadership and applications to college experiences in various student leadership roles. Students will engage in activities and projects that will increase

Robert Shockley

CCEI

From: James McLaughlin
Sent: Tuesday, November 15, 2011 10:59 AM
To: Robert Shockley
Subject: Re: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Bob:

After polling the faculty in CCEI, we see no conflict with our courses. Take care.

Jim

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
Florida Atlantic University
Boca Raton, FL
561-297-3965



From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Mon, 7 Nov 2011 13:55:53 -0500
To: Barbara Ridener <BRIDENER@fau.edu>, Deena Wener <wener@fau.edu>, Irene Johnson <ijohnso9@fau.edu>, Harry James McLaughlin <jmclau17@fau.edu>, Michael Brady <mbrady@fau.edu>, Sue Graves <SGRAVES@fau.edu>
Cc: Valerie Bristor <BRISTOR@fau.edu>, "Deborah L. Floyd" <dfloyd@fau.edu>, Elisha Watlington <EWATLING@fau.edu>, Donald Torok <TOROK@fau.edu>, Deborah Shepherd <DSHEP@fau.edu>, Chantal Sinady <csinady@fau.edu>, Kathleen Dubois <kdubois4@fau.edu>
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

ESH P

Robert Shockley

From: Sue Graves
Sent: Monday, November 07, 2011 2:57 PM
To: Robert Shockley
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

Bob, the ESH P Department does not have any conflict with your proposed new courses. Good luck with the process.
Regards, Sue

B. Sue Graves, Ed. D., HFS, FACSM, FISSN
Department Chair
Exercise Science and Health Promotion Department
Florida Atlantic University
777 Glades Road, Field House 11
Boca Raton, Florida 33431
561-297-2938 (main office)
561-297-2790 (office)
561-297-2839 (fax)

Website: <http://www.coe.fau.edu/academicdepartments/eshp/default.aspx>

Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

From: Robert Shockley
Sent: November 07, 2011 1:56 PM
To: Barbara Ridener; Deena Wener; Irene Johnson; James McLaughlin; Michael Brady; Sue Graves
Cc: Valerie Bristor; Deborah L. Floyd; Eliah Watlington; Donald Torok; Deborah Shepherd; Chantal Sinady; Kathleen Dubois
Subject: Proposed Courses - Higher Education Leadership

The following new courses are being proposed for your review. Please provide with feedback from your department at your earliest convenience so we can move these courses forward through the approval process. A brief description and rationale for each course follows below:

Graduate Courses (3 total)

EDH 7935 Higher Education Doctoral Seminar - new seminar course (3 credits) - does not require a syllabus because it is a "9" level, but we are attaching an example since the course has been taught with the EDA prefix for several years. The EDH (Higher Education) prefix is more descriptive of this course.
Course will focus on an array of issues and challenges in higher education with an emphasis on theories, practice and research. This is required of all Higher Education Leadership Doctoral Students.

EDH 6040 Student Development Theory - new course (3 credits)- syllabus attached
This course focuses on the study of student development theories in higher education settings in the context of colleges, universities, community colleges, state colleges and proprietary institutions. The course is a key part of our student affairs curricular offerings. It has been offered several times as a special topics course using the EDA prefix. The course is one of the Higher Education Leadership core electives.

ESE

Robert Shockley

From: Michael Brady
Sent: Monday, November 07, 2011 2:47 PM
To: Robert Shockley
Subject: RE: Proposed Courses - Higher Education Leadership

Follow Up Flag: Follow up
Flag Status: Flagged

I reviewed your proposals for LDR 2001, EDH 7935, EDH 6040, EDH 6931. I do not see any conflict with the courses or curriculum in the ESE Department. Good luck!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

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EDH 6931 Special Topics in Higher Education- new special topics course (3 credits) - does not require a syllabus because it is a "9" level.
This is a special topics course, focusing on various aspects of higher education in public and private universities, colleges, state colleges, community colleges, independent, proprietary and technical institutes. This course will address contemporary issues such as emerging trends in student affairs administration, comparative higher education, and policy issues in higher education. This course is also a key part of our student affairs curricular offerings.