COURSE NUMBER AND TITLE

EDA 6551.001 SEQUENCE NUMBER: 15651

DESCRIPTION

Three Semester Hours

This is an advanced 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. The course format will include discussions, speakers, web activities, extensive readings, a final issues/concept paper and mini-concept papers. Emphasis will be placed on topics related to successful doctoral matriculation such as selecting a topic, an advisor, dissertation committee, research questions, methodologies, proposal defense and the final dissertation defense.

INSTRUCTOR

Dr. Deborah L. Floyd
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OFFICE

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The class will meet in the Melby Center in the Educational Leadership Offices with access to the Dissertation Room and travel to the library for a workshop.

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.

COURSE 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 national data sets available for dissertation research and learn from the experience of a seasoned US Department of Education researcher;
• Expand knowledge and understanding of local FAU data sets and tools available for dissertation research from a local expert;
• Develop a strong mastery of how to effectively use the FAU library’s scholarly research tools for literature reviews;
• 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;
• Develop a plan, with timelines, for successful completion of the FAU doctoral program, including the dissertation research; and
• Other objectives will be tailored to individual student interest and clarified and defined during the class.

READINGS

No textbook is required for this course, but you are encouraged to read all of the “strongly recommended readings” and, if desired, purchase them. All books are available (and in stock) through the www.amazon.com internet site as of August 9, 2006. I will bring books to class for exploration during the first day of the seminar for individual review and exploration. You 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.

Strongly Recommended Readings

I recommend that you read all these recommended books and, if fiscal resources are not an issue, purchase them for your library.)


The Chronicle of Higher Education. (All doctoral students should have a personal subscription to this important weekly.) Cost: Varies

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.)
COURSE REQUIREMENTS OVERVIEW

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. Finally, you need to write a plan for your success in this program, mini-concept papers and a final research concept paper. 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.

ATTENDANCE POLICY

Because attendance and participation is an important part of the seminar learning process, attendance at all sessions is required. You and your fellow students are also expected to participate fully in the online Blackboard learning experience. If time permits, you may be afforded the opportunity to lead small group discussions on specific topics. Concept papers will be presented and discussed in class, so attendance and full participation is very important to the success of our seminar. We will continue our conversations and learning on the Blackboard site designed to support this seminar.

FINAL ISSUES/CONCEPT PAPER and MINI CONCEPT PAPERS

You will be expected to research and write a thoughtful, scholarly paper, 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.

COURSE TOPICS


Cost: $31.95


Cost: $15.95 (also available for $10.37)


Cost: $12.99 (also available for $9.20)


Cost: varies [$40 or so]


Cost: $41.95
The following are some of the topics that will be covered in this seminar:

- Phases and steps of the FAU doctoral program
- Contemporary issues in higher education: Issues and challenges related to researchable topics
- Am I passionate about the this research topic? And, other important questions about selecting a topic.
- How to Complete and Survive a Doctoral Dissertation and Avoid being an ABD Statistics
- Hands on Seminar: How to Use the FAU Library Resources to Support Dissertation Research
- 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 a Recent Graduate
- Using National Data Sets for Research Projects, Including Dissertations (US Department of Education)
- Research Resources at FAU
- The Dissertation Proposal Defense – experience
- Interviewing Successful FAU Doctoral Students: Lessons Learned and Advice
- Conducting Policy Research in Higher Education
- Preparing for Comps
- IRB and dissertation research
- Dealing with Crisis and the Media (if there is interest)
- Contemporary Issues in Higher Education: What is “hot” in discussion circles.
- Professional Associations and their Priorities: Conversations with Association Leaders (if there is time, desirable and available)
- Other topics as desired by the students

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.

The FAU grading policy in effect will be utilized for posting of final grades.

THE END