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WELCOME

In the Higher Education Program at The University of Alabama, we know that choosing to pursue a graduate degree is a life-altering decision, at both a personal and a professional level. At the personal level, it’s a decision that requires hard-work, dedication, and perseverance as well as support from friends and family. At a professional level, the decision requires you to develop new knowledge and skills and even a different perspective on important issues surrounding your field. We are committed to your success in the program in Higher Education.

We offer MA, EdD, and PhD degrees; a curriculum designed to help you achieve your goals; small classes that encourage peer support; and opportunities to engage with a dynamic faculty. Learn more about the HEA program at The University of Alabama in the pages that follow. You will discover that we are dedicated to helping you become a leader for a changing world.

David Hardy
Program Coordinator, Higher Education Program

College of Education

The College of Education, as a part of the premier educational institution in Alabama, strives to provide teaching, research, and service that not only addresses state and regional interests but also accommodates national and international perspectives. The unit prepare practitioners committed (1) to improving the intellectual and social conditions of the people in the state of Alabama and beyond and (2) to understanding the purposes of education by engaging in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice. The unit’s mission is to offer exemplary professional programs to prepare educators to be effective decision makers who facilitate student learning. In fulfilling this mission, the unit recruits high-quality candidates and encourages them to become self-directed life-long learners; provides comprehensive instructional programs; and fosters educational research and service to enhance policy making and professional development at state, regional, national, and international levels. The current mission is aligned with the unit’s revised conceptual framework; is consistent with the University’s mission; and reflects NCATE, state, and national standards of professional practice.
Department of Educational Leadership, Policy and Technology Studies

The mission of the Department of Educational Leadership, Policy and Technology Studies is to prepare ethical and reflective practitioners, researchers, and scholars for work in K-12, higher education, and other educational settings. Through teaching and outreach the Department strives to promote the values, knowledge, and skills needed to improve education in the state and across the region; and through the scholarly activities of its faculty and students, contribute to national research. Leadership, in all areas, requires an understanding of curricular, instructional, supervisory, and administrative processes—as well as an awareness of the ever-changing social, philosophical, historical, political, cultural, legal, moral, and economic contexts of education. Programs offered through the Department meet this challenge by focusing on knowledge construction, learning, and pedagogy, and the development of professional practice that respects diversity, honors difference, and promotes social justice. The Department also maintains an on-going, open dialogue about school improvement through its association with various federal, state, and local educational agencies and professional organizations. The Department of Educational Leadership, Policy and Technology Studies is a full member of the University Council for Educational Administration.

Higher Education Program Mission Statement

The mission of the Higher Education Program at The University of Alabama is to provide academic preparation and professional development for those individuals who have and will be seeking positions of leadership in two- and four-year public, private, and proprietary colleges and universities. This preparation includes the development of scholarly abilities, research, and practical administrative abilities. Graduates of the program are expected to enter leadership positions in some type of higher or postsecondary education or related agency, such as governmental authorities or agencies, foundations, or human service organizations. As an interdisciplinary field, the study of higher education relies on the disciplines of economics, history, philosophy, and psychology along with studies in organizational theory, management and marketing, and leadership. (http://hea.ua.edu)
FACULTY

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MASTER OF ARTS
PROGRAM

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MASTER OF ARTS PROGRAM

Program Overview

The Master of Arts (MA) program offers current two- or four-year administrators an opportunity to expand their skills and improve their understanding of the entire institution. Because our classes are available in the evenings and on weekends at both our main Tuscaloosa campus and our Gadsden Center, the MA can be pursued without interrupting a professional career.

Master of Arts Degree Requirements

The MA is a 36-hour degree program and is designed for students seeking to enter a range of professional careers in higher education. Students gain academic preparation necessary for entry-level leadership positions.

- AHE 500 Perspectives on Higher Education
- BEF 653 History of American Higher Education
- AHE 540 Governance of Higher Education
- AHE 521 Student Affairs
- AHE 550 Finance and Business Affairs in Higher Education
- AHE 593 Capstone Seminar in Higher Education
# Master of Arts in Higher Education Time Line

<table>
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<th>WHAT YOU DO</th>
<th>WHEN YOU DO IT</th>
<th>HOW YOU DO IT</th>
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<tbody>
<tr>
<td><strong>Sign up on higher education student listserv</strong></td>
<td>Following enrollment in the program</td>
<td>• Contact program staff</td>
</tr>
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</table>
| **Request for Transfer of Graduate Credit** | By the end of the first Semester in program, if needed | • Discuss with advisor  
• Complete the Request for Transfer of Graduate Credit Form and send to the Graduate School  
• Follow-up with advisor |
| **Capstone Seminar**                 | Enroll in class the spring of graduation year                                | • Take in your last spring of coursework  
• Must be completed before graduation |
| **Application for Graduation**       | No later than the registration period for the semester or the first session of the summer term in which requirements for the degree are completed | • Complete form on MyBama                                                      |
Master of Arts Policies

Internship

All master’s students are required to complete an internship. Students who are currently working in full-time professional positions may petition to their advisor to waive this requirement.

Capstone Class

All master’s students must enroll in AHE 593: Capstone Seminar in Higher Education. This course is offered every spring semester. Students must complete the class before graduation and should plan accordingly. For example, students planning to graduate in Spring, Summer, or Fall 2016 must take the class in Spring 2016.

Application for Graduation

Each candidate for a master's degree must apply for graduation through the Office of the Graduate School no later than the registration period for the semester or the first session of the summer term in which requirements for the degree are to be completed. The Application for Degree is available through MyBama and is required for this purpose.

Time Limit

All requirements for the master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded.
Doctoral Programs

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DOCTORAL PROGRAM INTRODUCTION

The program in Higher Education offers two opportunities to earn a doctorate in Higher Education. The first is the PhD program and is offered on the Tuscaloosa campus. The second is the EdD and it can be earned in three ways. The traditional EdD and the EdD Executive Cohort are offered on the Tuscaloosa campus. Students can also earn an EdD at the University’s Gadsden Center, which is located in Gadsden, Alabama.

Doctor of Philosophy Program Overview

The PhD degree prepares students to assume scholarly roles in higher education. The PhD program emphasizes working with faculty in a one-on-one setting with students participating in a mentored teaching and research sequence, providing first-hand experiences of faculty life. Students investigate and contribute to a body of knowledge that informs higher education policy and practice at the institutional, statewide, national, and international level.

Doctor of Philosophy Degree Requirements

The PhD requires 78 semester hours beyond the master’s degree. These 78 semester hours include at least 54 hours of coursework and 24 hours of dissertation research. The course of study also includes 12 semester hours in theoretical foundations and a minimum of 12 semester hours in research methods.

There are six required courses in the program core:

- AHE 601 Professional Seminar in Higher Education
- AHE 507 Student Development Theory
- AHE 670 Higher Education Policy
- AHE 603 College and University Teaching
- AHE 640 Organizational Change
- *BEF 653 History of American Higher Education (this course is counted as part of the requirement in theoretical foundations)

PhD students are also required to complete the mentored teaching and mentored research courses. In mentored research, students work individually with a higher
education faculty member to complete a research project. In mentored teaching, students are required to work with a higher education faculty member on developing and carrying out a course. These courses should be individually arranged between the student and the faculty member near the end of a student’s coursework.

**Doctor of Education Program Overview**

The EdD degree provides academic preparation and professional development for those individuals who have and will assume upper-level administrative and executive roles in two- and four-year colleges and universities, state and federal postsecondary education agencies, and other education-related organizations. The curriculum is designed around the key competencies necessary to assume a leadership role, with courses in program assessment and evaluation, policy, organizational change, and student affairs administration.

**Doctor of Education Degree Requirements**

The EdD requires 66 semester hours beyond the master’s degree. These 66 semester hours include at least 54 hours of coursework and 12 hours of dissertation research. The course of study also includes 12 semester hours in theoretical foundations and a minimum of 12 semester hours in research methods.

There are six required courses in the program core:

- AHE 601 Professional Seminar in Higher Education
- AHE 521 Student Affairs
- AHE 550 Finance and Business Affairs in Higher Education
- AHE 640 Organizational Change
- AHE 644 Academic Program Development and Evaluation
- *BEF 653 History of American Higher Education (this course is counted as part of the requirement in theoretical foundations)*
## Ph.D. and Ed.D. Student Time Line

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<tr>
<td><strong>Sign up on higher education student listserv</strong></td>
<td>Following enrollment in the program</td>
<td>• Contact program staff</td>
</tr>
</tbody>
</table>
| **Request for Transfer of Graduate Credit** | By the end of the first semester in program, if needed | • Discuss with advisor  
• Complete the Request for Transfer of Graduate Credit Form and send to the Graduate School  
• Follow-up with advisor |
| **Complete Program of Study** | Complete this form by the beginning of the first semester in which one completes 30 hours of coursework | • Complete the Program of Study form  
• Have Program Committee members sign  
• Return to Graduate School |
| **Comprehensive Exams** | Apply and take in the final semester of coursework or first semester of dissertation hours | • Apply to sit for exam  
• Prepare for the exam by attending program workshops  
• Take the Exam |
| **Identify Dissertation Chair** | Before the end of coursework               | • Take classes with as many program faculty as possible  
• Identify faculty research interests  
• Talk to faculty |
| **Appoint Doctoral Dissertation Committee** | At the dissertation chair’s direction      | • Complete the Appointment of Doctoral Committee Form |
| **Dissertation Proposal** | Develop a time line with chair for writing and defense (normally proposal defenses will not be held during the summer term; in rare cases, exceptions may be made at the dissertation advisor's discretion, with consent of the dissertation committee). | • Write proposal  
• Defend Proposal  
• Complete Application for Admission to Candidacy Form |
| --- | --- | --- |
| **Dissertation Defense** | After proposal defense and with chair’s approval (normally dissertation defenses will not be held during the summer term; in rare cases, exceptions may be made at the dissertation advisor's discretion, with consent of the dissertation committee). | • Make revisions to proposal (get approval of committee, if necessary)  
• Submit for IRB approval  
• Gather data  
• Write dissertation  
• Continuously register for dissertation hours until completion  
• Defend dissertation  
• Complete Committee Acceptance Form  
• Complete Survey of Earned Doctorates  
• Complete Publication Agreement form |
| **Application for Degree** | First week of the semester of graduation | • Complete form available on MyBama |
| **Approval** | At least six weeks prior to graduation | • All graduate school paperwork and approvals must be completed and received by the Graduate School at least six week prior to Commencement |
Doctoral Program Policies

Foundation Requirements

Students pursuing PhD and EdD degrees must complete 12 hours of theoretical foundations coursework. The following satisfy the requirement: 1) BEF classes, 2) non-research methods courses outside of ELPTS, 3) non-research methods courses from outside the College of Education. These classes should introduce the student to theoretical discourses and bodies of knowledge that provide a depth and breadth of understanding necessary for fluency with the research, theory, and scholarship foundational to higher education.

Research Requirements

Students must take a minimum of 12 semester hours of educational research courses. One of these courses may have an AHE designation.

Residency Requirements

The minimum period in which the doctoral degree can be earned is three full academic years of graduate study. The student must spend an academic year in continuous residence defined as two semesters consisting of at least nine credit hours. The summer may also be used to complete residency. This requirement can be satisfied only by enrolling in on-campus coursework in Tuscaloosa; on-line courses and/or dissertation research cannot be used. Students admitted to the Gadsden Center may complete an alternative residency consisting of 24 semester hours in 24 calendar months.

Transfer of Credit

Acceptable graduate credit, earned in a regionally accredited institution in which the student was enrolled in that institution's graduate school, may be transferred and applied to the requirements for a doctoral degree if approved by the department and the Graduate School. Only credit that was earned during the six-year period (18 fall, spring, and summer semesters) preceding admission to the doctoral program may be considered for transfer.

The program faculty will consider the approval of up to 12 credit hours for transfer.
Consideration of credit does not guarantee its transfer. Evaluation of credit for transfer will not be made until after the student has enrolled in the higher education program. Credit will not be accepted from any institution at which the student failed to achieve an overall "B" average on all graduate work attempted. A student completes a Request for Transfer of Graduate Credit and submits it to the Graduate School. The student also must ensure that the Graduate School has an official (not faxed or copied) transcript of the credit involved. Students must apply for official transfer of credit in the student's first semester of doctoral enrollment.

Comprehensive Examinations

Notification of comprehensive examinations

At the beginning of each semester, students are notified by the higher education student listserv (which all higher education students are required to join at the point of admission to the program) of the deadline to apply to sit for comprehensive examinations. They are provided with information about requirements to qualify for exams, the application process, the timing of the exams, an estimated time frame for notification of whether they passed or failed, sample examination questions, and information about workshops to help them prepare.

Qualifying to sit for comprehensive examinations

In order to qualify to sit for comprehensive examinations, students must meet all of the following conditions:

- Have an official Program of Study on file.
- Be currently enrolled in their final semester (or next-to-last semester) of coursework.
- Are registered for a course in the semester in which they will take the exam.
- Have submitted the exam application in a timely manner.

Applying to sit for comprehensive examinations

To sign up to sit for comprehensives, students must complete the higher education Comprehensive Exam Application, have it approved and signed by an academic advisor, and return it to the program administrative assistant by the deadline indicated.
Failure to submit the completed application to the administrative assistant by the due date will result in having to wait until the next semester in which the exam is given to take it.

Examination questions

Doctoral students receive a comprehensive examination question developed by program faculty. Doctoral students receive one question to which they must respond.

Assessment and grading

Doctoral students are expected to draw from knowledge and skills gained through all core courses in order to respond to the questions. They are expected to develop a sound response to the question, identify the critical issues embedded in the question, and draw from the scholarly literature to support their responses.

Responses are submitted for blind review by two faculty readers. If there is disagreement in the scores of the two readers, the exam is submitted to a third reader for resolution.

The responses are assessed, as all scholarly writing in the program, for quality and character, format, and depth and breadth of work. A response needs a clearly-defined, adequately-supported purpose and sense of direction. It should demonstrate care in the development of ideas and in organization. It should be work that reflects a thorough understanding of the educational topic under discussion. It also should be written at a level appropriate to graduate study.

Comprehensive examination grades are assigned on a pass, fail, or remediate basis. Pass means that the student has successfully completed the examination and may move to doctoral candidate status. Fail means the student did not successfully complete the exam and must retake the exam in the next semester it is offered and complete it successfully prior to moving forward. Remediate means the student may have a technically correct response but needs to provide more information for faculty to adequately assess the knowledge level and make a final pass or fail recommendation. Remediation requires an oral or written defense of the exam response, depending on the nature of the deficiency, and may occur during the same semester in which the comprehensive exam was taken.
Dissertation

A dissertation showing the ability to conduct independent research and skill in organization, writing, and presentation must be prepared on a topic in higher education. It must constitute an original contribution to knowledge. The subject of the dissertation must be approved by the dissertation chair and committee.

A dissertation committee, with the director of the dissertation as its chairperson, supervises the preparation of the dissertation. The committee shall have no fewer than five members. All five members must possess a terminal degree. At least one member must be from outside the ELPTS department. Administrators or faculty at other institutions who hold a terminal degree may serve as external members. Students should work with their chair to determine committee membership.

Continuous Dissertation Registration

Once a student has met the requirements for admission to candidacy for a doctoral degree, doctoral students must pursue completion of the dissertation without interruption by enrolling each semester for at least 3 hours of dissertation research. This is true whether or not the student has submitted an application for Admission to Candidacy for the Doctoral Degree. PhD students must have completed a minimum of 24 hours of dissertation work upon completion of the degree. EdD students must have completed a minimum of 12 hours of dissertation work upon completion of the degree. The amount of dissertation research for which a student enrolls in any given semester should correspond with the progress a student is expected to make on the dissertation, as well as reflective of the extent to which University facilities and faculty time are invested in the proposed activities.

Summer registration is not required to maintain continuous enrollment. Summer registration is contingent upon chair approval.

Time Limits

All requirements for the doctoral degree must be completed within seven years (21 fall, spring, and summer semesters) following admission to the doctoral program.

If a student fails to complete all degree requirements within the time limit, the student will be dropped from the doctoral program.
Handbook Limitations and Disclaimer

The Graduate School governs enrollment of all graduate students on the UA campus. The program in higher education operates within the rules of the Graduate School. All students are strongly encouraged to familiarize themselves with the guidelines provided by The Graduate School at http://graduate.ua.edu

It is the responsibility of each individual student to ensure compliance with the rules of the Graduate School.
Course Descriptions
COURSE DESCRIPTIONS

AHE 500  Perspectives on Higher Education
How higher education has been shaped by the major trends in American society, how it has contributed to the development of this country, and what may be expected of higher education in the future. Higher education is also viewed in institutional and conceptual forms from the perspective of students, faculty, and administrators.

AHE 507  Student Development Theory I
Introduction to the theoretical basis for the delivery of services through organizational student development, and a study of the research basis for student development.

AHE 510  The Community College
An overview of the development, format, issues, and purposes of the contemporary community and junior college.

AHE 520  The Student in Higher Education
A survey of the needs, characteristics, and cultures of the American college student within various types of higher education institutions.

AHE 521  Student Affairs
An overview of the organization, personnel, and practices of student affairs and related higher education functions in U.S. colleges and universities. The course is designed to increase student understanding of how student services, student activities, and student development tasks are organized, administered, and assessed. Students will explore the main issues, roles, constituencies and expectations affecting individual professionals as well as the profession as a whole.

AHE 530  Law in Higher Education
Investigates and explicates the structure and background of law and equity in higher education, with emphasis on how statutory law, administrative law, and case law respond to and affect faculty, students, administrators, and trustees. Constitutional law, contracts, torts, the law of private associations, civil rights statutes, executive orders, injunctions, specific performance, corporate and partnership law, law of agency, and laws on liability are studied as they apply to higher education.
AHE 540 Organization and Administration of Higher Education

Overview of the organization, administrative roles and positions, administrative process, and administrator relationships within various institutions of higher learning.

AHE 550 Finance and Business Affairs in Higher Education

An overview of the budgeting processes, sources of revenue, types of expenditures, and issues and innovations in financing various types of contemporary institutions of higher education. Also a survey of the various business and planning operations vital to the operation of colleges and universities.

AHE 560 Comparative Higher Education

This course is designed to provide a cross-cultural perspective on issues related to higher education throughout the world. The course will focus on topics such as reform, students and student activism, internal and external governance of universities, unions, and the academic profession in key world regions.

AHE 590 Independent Study in Higher Education

Prerequisite: Permission of the instructor.
Directed independent study in the literature of higher education, designed for the student seeking a minor or pursuing master’s work in the program in higher education (AHE).

AHE 591 Seminar in Higher Education

A topical seminar on a current issue or problem in higher or postsecondary education. On occasion, the seminar involves travel or on-site visitations to institutions or oversight bodies.

AHE 592 Internship in Higher Education

Prerequisite: Admitted to the Higher Education Program
The application of theory, knowledge, and skills in authentic educational settings. Students are required to complete one semester of internship for a total of three hours credit.
AHE 593 Capstone Seminar in Higher Education

The Capstone Seminar in Higher Education is the culminating experience for the MA program. The course includes final preparation for a career in higher education with focus on job search, interviewing, and negotiation. The cornerstone of the course is the portfolio, in which students document their learning from throughout their master’s program.

AHE 599 Thesis Research

Directed thesis research.

AHE 601 Professional Seminar in Higher Education

This course is designed for students newly admitted to the doctoral program in higher education administration. As such, the seminar concentrates on issues and concerns that arise as part of the doctoral experience. Course activities and experiences may vary according to the professional experience and academic background of course participants.

AHE 602 Problems in Higher Education

Seminar studying the current issues and trends related to higher education.

AHE 603 College and University Teaching

An intensive graduate seminar that provides an overview of the issues, principles, and practices associated with effective college teaching. Topics include learning and diversity; teaching models and strategies; teacher and student behaviors and learning outcomes; and instructional improvement strategies.

AHE 607 Student Development Theory II

Provides a comprehensive study of student growth and development during the college years. The course is designed to address professionals in student affairs and higher education administration.

AHE 610 Academic Cultures and Learning in Academe

An intensive examination of the student, faculty, and administrative cultures in higher education environments. The impact of various internal and external factors on
institutional culture and behavior will also be studied, particularly as they relate to teaching, learning, research, and service.

**AHE 620 Power, Politics, and Change in Higher Education Systems**

A study of higher education institutions as complex organizations within a framework of local, state, and federal domains. Attention is focused on the institution as a dynamic political entity that continually undergoes change. State-level coordination and systems behavior are also examined.

**AHE 625 Community College Leadership**

This course provides an overview of issues pertaining to leadership in American community colleges.

**AHE 640 Organizational Change in Higher Education**

Colleges and universities face tremendous challenges; the need for change—and for change agents—has never been greater. This course examines organizational change both theoretically and practically in higher education.

**AHE 641 Personnel and Human Resource Management in Higher Education**

Need for and types of personnel; recruitment, advancement, and security of personnel; salaries, wages, and benefits; and problems peculiar to college personnel.

**AHE 642 Institutional Research and Assessment in Higher Education**

An overview of the institutional research and analysis techniques utilized in contemporary higher education. The course is configured for those with an interest in conducting institutional research and/or working in offices of institutional research on the campus, system, and/or state level.

**AHE 643 Grant Writing and Contract Management**

An introduction to the legal principles of contracts and grants in higher education, including how to identify funding sources, make the proposal, and manage the project. Statutory, administrative, and case law will be studied as they relate to making the proposal and managing the project.
**AHE 644 Academic Program Development and Evaluation in Higher Education**

Design and management of academic programs; study of institutional structures for academic affairs; practice in program review for instructional improvement; and overview of graduate programs (general and liberal education, as well as occupational and professional education).

**AHE 660 Case Studies in Higher Education**

This course is designed to enhance an understanding of decision making in higher education. Based on case studies, students will analyze, propose policies, generate action plans and implementation procedures, and assess the potential consequences of their administrative decisions.

**AHE 670 Higher Education Policy and Finance**

This course will introduce students to the essential elements of higher education policy and finance. Students will examine the main financing options or colleges and universities; college costs and pricing; financial aid policy, and emerging policy issues.

**AHE 680 Reading Research in Higher Education**

The purpose of this course is to provide students with skills that enable them to understand and synthesize current research in higher education.

**AHE 688 Mentored Teaching in Higher Education**

This course provides students with a mentored experiential learning opportunity to develop competency and mastery in course construction and delivery in the higher education environment.

**AHE 689 Mentored Research in Higher Education**

This course provides students with a mentored experiential learning opportunity to develop competency and mastery in research and analytical skills. To be taken at or near the end of student’s research requirements.

**AHE 690 Directed Doctoral Study in Higher Education**
Prerequisites: Permission of the instructor and prior approval of study topic. Directed individual study and analysis of a problem confronting higher education. Note: Frequently, special one-time-only seminars focusing on a particular aspect of higher education are offered by program faculty under this course number.

**AHE 699 Dissertation Research**

Directed dissertation research in the field of higher education. Enrollment is subject to program regulations and permission of the student’s dissertation committee chairperson.
Frequently Asked Questions
FREQUENTLY ASKED QUESTIONS

Who is my advisor and what does he/she do?

You are assigned a faculty advisor upon enrollment in the Higher Education program. This advisor will help you navigate your program experience, including helping you select courses and develop a program of study. You can find out who your advisor is by contacting Donna Smith at 205.348.6871 or dbsmith@bamaed.ua.edu. You are not required to keep this person as your permanent advisor, nor is that faculty member required to serve as your permanent adviser through the completion of coursework. Please note that the courses and filing a plan of study are covered in the AHE 601 Professional Seminar, so new doctoral students are advised to take this course early in their curriculum.

What are comps? When do I take them, and how do I prepare for them?

Comps, or comprehensive exams, are the culminating exam that all doctoral students in the Higher Education program are required to take at the end of their respective coursework.

Comps are offered once each fall and spring semester and are usually taken during a student's last semester of coursework. Program faculty occasionally host a workshop to help students prepare for the exam.

For more information concerning comps, consult your faculty advisor.

How do I contact the Graduate School or Graduate Student Services?

The Graduate School
102 Rose Administration Building
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Graduate Student Services
Office of the Dean of Students
230 Ferguson Center
Box 870292, Tuscaloosa, AL 35487-0292
(205)348.6796
http://gradservices.sa.ua.edu/
rlmoore@sa.ua.edu
Are there organizations that I can get involved as a graduate student in the Higher Education Program?

The College of Education sponsors a number of brown bag lectures and social events throughout the academic year. Students are encouraged to be proactive in attending these events. The program hosts a blog (http://www.uahighered.blogspot.com) which announces upcoming events. The program also has a Facebook page that students are encouraged to join.

There are also several campus-wide graduate student organizations such as: Graduate Student Association, Graduate Ambassadors, and the African-American Graduate Student Association. For more information concerning these organizations please visit the Graduate School website.

How do I apply for graduate assistantships?

For inquiries regarding assistantships within the Higher Education program contact a faculty member within the program.

For assistantships within the Division of Student Affairs visit: http://gradservices.sa.ua.edu/gao.cfm

How do I apply for financial aid?

For information regarding financial aid visit: http://financialaid.ua.edu/
FORMS

ACADEMIC FORMS FOR CURRENT STUDENTS

Masters

1. Appointment/Change of Master's Thesis Committee
2. Admission to Candidacy for the Master's Degree
3. Thesis Final Defense Form (Optional)
4. Committee Acceptance Form for Electronic Thesis or Dissertation (required, if student pursues thesis option)
5. Application for Degree - available through mybama.ua.edu website

Doctoral

1. Appointment/Change of Doctoral Dissertation Committee
2. Outline of Ph.D. Program (Plan of Study)
3. Admission to Candidacy for the Doctoral Degree
4. Doctoral Qualifying Exam Form (optional)
5. Doctoral Final Defense Form (optional)
6. Committee Acceptance Form for Electronic Thesis or Dissertation (required)
7. Survey of Earned Doctorates - submission through NORC website (required)
8. Application for Degree - available through mybama.ua.edu website