School of Education
Department of Educational Leadership
Doctor of Education Degree (Ed.D.)
In Educational Leadership
2013-2014
Program Manual

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Introduction

Welcome and Overview

Welcome to the Doctoral Degree (Ed.D) Program in Educational Leadership at Fayetteville State University! The purpose of this manual is to provide doctoral students with essential information to make the matriculation through the doctoral program less confusing, by explaining program requirements, policies, and procedures. Additional information is available in the Graduate School Catalog and the Graduate School Handbook. Students are required to be familiar with the resources and the information provided.

About The School of Education

The School of Education at Fayetteville State University has maintained continuous accreditation from the National Council for Accreditation of Teacher Education (NCATE) since 1954. In fact, the university began its proud history as a teachers’ college. Our commitment is to prepare highly qualified teachers and other school personnel through the development, administration, supervision, and evaluation of the programs we offer. The School of Education is home to three departments: Educational Leadership; Elementary Education; and Middle Grades, Secondary, and Specialized Subjects. The 10 Bachelors of Science, 6 Masters of Education, the Masters of School Administration, and the Doctorate of Education programs offered in these departments are designed to prepare professionals to be scholars and facilitators of learning. All teacher education programs are approved by the North Carolina Department of Public Instruction.

Vision Statement

The School of Education will build upon its proud history of offering strong academic programs designed to prepare effective and high quality teachers and other educational leaders and professionals who will positively impact the lives of the children, local educational agencies, communities, and organizations for global competitiveness in the 21st Century.

Mission Statement

The School of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Our completers have the knowledge, skills, and dispositions to support student learning, within a framework of family and community, through participation in a diverse, technological, and global society. We proudly prepare transformational educators and educational leaders for the southeastern region of the state, nation, and the global community.

Strategic Priorities

Ensure Academic Quality. To prepare candidates as teachers, leaders, or other school professionals for licensure and program completion, resulting in high quality professionals who promote academic growth for a diverse and global student population; the process is monitored
through an assessment system that ensures all program completers meet program learning outcomes at an acceptable or proficient level.

**Increase Degree Attainment.** To provide leadership and resources, including personnel and facilities, resulting in increased enrollment and persistence rates (retention and graduation) across all programs.

**Increase Educational Support Services.** To deliver instruction and provide academic support, including intensive advisement, tutoring, research guidance and supervision, and effective field experiences and clinical practice necessary to enable teacher candidates, educational leaders, and other school professionals to develop and demonstrate the knowledge, skills, and professional dispositions necessary to enhance student learning and success.

**Increase Research and Professional Development.** To strengthen research activities and productivity for SOE professionals, including cross-disciplinary collaborations, resulting in best practices in scholarship, service, and teaching that includes self-assessment of teaching effectiveness as measured by the quality and rate of candidate and completer performance.

**Enhance Community Engagement.** To increase the delivery of educational services to P-12 children, parents, and educators--primarily in the southeastern region of the state--in order to enhance student learning, teaching quality, school leadership, and the lives of the people of North Carolina, the United States, and the global community.

**Ensure Continuous Improvement.** To promote continuous improvement in academic programs, instruction, academic support, research, and community outreach through effective planning, assessment, and use of assessment results for improvement.

**Accreditation**

Fayetteville State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and doctorate degrees. For questions about the accreditation of Fayetteville State University, please contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500.
School of Education Conceptual Framework

"The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society."

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.
The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidates’ proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and</td>
</tr>
</tbody>
</table>
contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.

<table>
<thead>
<tr>
<th>Respect for Diversity and Individual Worth (5)</th>
<th>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological Competence and Educational Applications (6)</td>
<td>Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.</td>
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</tbody>
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The Department of Educational Leadership

Vision

The Department of Educational Leadership will build upon the School of Education’s proud history of offering strong academic programs designed to prepare effective and high quality teachers and educational leaders and other professionals, who will positively impact the lives of the students, communities, local educational agencies, higher education institutions, and organizations for global competitiveness in the 21st Century.

The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

Mission

The Department of Educational Leadership prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Our completers have the knowledge, skills, and dispositions to support student learning, within a framework of family and community, through participation in a diverse, technological, and global society. We proudly prepare transformational educators and educational leaders for the southeastern region of the state, nation, and the global community.

Fayetteville State University’s Educational Leadership Program Learning Outcomes

Outcome 1: Demonstrate the knowledge and ability to facilitate the development, articulation, implementation, and stewardship of a school’s or district’s vision of learning for diverse schools that is grounded in social justice concepts.

Outcome 2: Promote a positive school culture, and provide an effective instructional program that is culturally responsive to the needs of diverse students.
Outcome 3: Demonstrate expertise in building a school community that promotes a safe, efficient, and effective learning environment that leads to effective management, operations, and resources.

Outcome 4: Demonstrate the ability to use a wide range of data to develop culturally appropriate strategies to collaborate with families and other community members in order to respond to diverse community interests and needs.

Outcome 5: Demonstrate a strong theoretical understanding of leadership to promote the success of all students by acting with integrity and in an ethical manner.

Outcome 6: Demonstrate the ability to apply theoretical knowledge in the five aforementioned learning outcomes with a specific focus on leadership theory, multicultural education, culturally responsive teaching, social justice leadership, student learning and achievement, and organizational theory to transform school so that all students can achieve and learn at high levels.

North Carolina Standards for School Executives: Superintendents

The North Carolina Standards for Superintendents is a framework developed for superintendents and other senior-level school district executives that encourages continuous reflection and improvement on effectiveness in assumed executive roles. Candidates admitted to the Educational leadership Program will demonstrate and be evaluated on the following North Carolina Standards for Superintendents:

Strategic Leadership: Superintendents create conditions that results in strategically re-imaging the district’s vision, mission, and goals to ensure that every student graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it

Instructional Leadership: Set high standards for the professional practice of the 21st Century instruction and assessment that result in an accountable environment. Create Professional learning communities resulting in highly engaging instruction and improved student learning. Set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Cultural Leadership: Understand and act on the important role a system’s culture has in the exemplary performance of all schools. Understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and normal of the district and community, a superintendent must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.
Human Resource Leadership: Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Managerial Leadership: Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st Century needs of the district.

External Development Leadership: A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

Micro-political Leadership: The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Educational Leadership Constituents Council National Standards

Candidates who are admitted to the Doctorate of Education in Educational Leadership Program at Fayetteville State University will demonstrate the following Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership:

- Demonstrate the knowledge and ability to facilitate the development, articulation, implementation, and stewardship of a learning or work environment that promotes diversity grounded in social justice concepts.
- Promote a positive learning environment culture, provide an effective instructional program that is culturally responsive to the needs of diverse individuals, apply multicultural practices to learning and interaction, and design comprehensive professional growth plans for staff that supports multicultural education.
- Demonstrate expertise in building a community that promotes a safe, efficient, and effective learning environment through the use of socially just leadership practices and that leads to effective management, operations, and resources.
- Demonstrate the ability to effectively lead and transform environments by realizing that those environments operate within a larger social, political, economic, legal, and cultural context that may result in inequitable experiences for some students.
- Demonstrate the ability to use a wide range of data to develop culturally appropriate
strategies to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources in order to empower these stakeholders.

- Demonstrate a strong theoretical understanding of leadership for social justice and how to apply this theoretical knowledge to the practice of leadership to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- During the internship demonstrate the ability to apply theoretical knowledge in the aforementioned learning outcomes with a specific focus on leadership theory, multicultural education, critical theory, culturally responsive teaching, social justice leadership, and organizational theory to transform learning environments so that they are just and equitable for all students.

Strategic Priorities

**Academic Quality.** To prepare candidates as teachers, leaders, or other school professionals for program completion, resulting in high quality professionals who promote academic growth for a diverse and global student population; the process is monitored through an assessment system that ensures all program completers meet program learning outcomes at an acceptable or proficient level.

**Degree Attainment.** To provide quality teaching, academic advisement and mentoring, and research and dissertation supervision, academic development opportunities, resulting in increased enrollment and persistence rates (retention and graduation) in the two graduate programs, i.e. MSA and Ed.D., and in the three undergraduate, pre-service teacher education courses.

**Educational Support Services.** To deliver instruction and provide academic support, including intensive advisement, writing and research skills development workshops, research guidance and dissertation supervision, and effective field experiences and internships necessary to provide teacher candidates, educational leaders, and other professionals to develop and demonstrate the knowledge, skills, and professional dispositions necessary to enhance student learning and success, and dissertation completion.

**Research and Professional Development.** To strengthen research activities and productivity for students and faculty, including high quality dissertations, and cross-disciplinary and faculty-student collaborations resulting in Best practices in scholarship, service, and teaching, including the self-assessment of teaching effectiveness, as measured by the performance quality and completion rates of our graduates and undergraduate course completers. Candidates’ and course completers’ performance quality and rates, will be documented.

**Community Engagement.** To increase the delivery of educational services to P-12 children, parents, and educators, and to Higher Education students, primarily in the southeastern region of the state. This is done in an effort to enhance student learning, teaching quality, school and higher education institutional leadership, and the lives of the people of North Carolina, the US, and global community.
Ensure Continuous Improvement. To promote continuous improvement in academic the Ed.D. and MSA programs and in the Educational Foundations undergraduate courses, instruction, academic support, research and dissertation writing, clinical/ internship experiences, and community outreach through effective planning, assessment, and use of assessment results for improvement.

Professional Standards

In addition to the SOE Conceptual Framework, our doctoral degree program is guided by the Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership:

Standard 1. Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

Standard 2. Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3. Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4. Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5. Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6. Students who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7. The internship provides significant opportunities for students to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
The Ed.D. Program

The Doctor of Education Degree in Educational Leadership Program Overview

Our Doctorate of Education in Educational Leadership is an innovative three-year program designed to provide an interdisciplinary focus on leadership and the tools, theories and experiences necessary for our students to create inclusive and equitable learning environments. Students may select a PK-12 or a higher education focus. We offer a cohort-based (approx. 18 students) Research Clinical Model that includes online, hybrid, and weekend classes to accommodate our students.

Program Description

The Doctorate in Educational Leadership, with a focus on Leading to Empower Diverse Communities, is an innovative program designed to provide those with an interest in creating a new educational paradigm with the tools, theories, and experiences needed to succeed in transforming educational settings into inclusive and equitable learning environments. Combining theory with practice, the curriculum provides candidates with a detailed understanding of the complex issues impacting education and student achievement, and prepares graduates to become successful educational leaders who will lead reform for empowering diverse communities.

This program is designed to prepare a cadre of leaders who are scholar practitioners with the skills, knowledge, and dispositions to address critical social problems and problems pertaining to the education system. The program’s emphasis on empowering historically under-served diverse communities is unique among doctorate programs, and is central to the university’s mission as one of the oldest Historically Black Colleges and Universities in the nation. As “an institution of opportunity and diversity,” FSU is prepared to equip candidates “with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future” (FSU’s Mission Statement).

Education is a powerful tool in understanding and responding to social inequities. As such, the 21st century educational leader must understand the socio-political facets of education, be committed to Ethical and Moral Responsibility; Civic Engagement and Social Justice; Multicultural and Global Issues; Transformative Research and Visionary Leadership; and Empowering Partnerships in order to transform both historically under-served schools and communities.

The Doctoral Program in Educational Leadership at Fayetteville State University is one of the few to offer an interdisciplinary focus on leadership that specifically addresses the crisis of educating historically under-served students, including, but not limited to, those affected negatively by the intersections of race, class, gender, sexual orientation, mental and physical ability, language, geographical location, and national origin. Drawing from interdisciplinary courses, our unique program is designed to produce transformative leaders who can empower historically under-served diverse communities.
As a component of the 60 credits required for program completion, each candidate will choose a cognate area and complete the 12 credits in that area. There are two cognate areas: PK-12 and higher education. These cognate areas afford candidates the flexibility of addressing educational issues from an interdisciplinary perspective.

**Admission Requirements**

The doctoral program is designed for school leaders, higher education leaders, and scholar practitioners who possess the skills, knowledge, and dispositions to address critical social issues and problems related to education systems. Therefore, admission into the program is competitive. Annually, more applicants apply than the program can accommodate.

Students who are interested in applying to The Doctorate of Education in Educational Leadership Program must provide or complete the following:

- a FSU Graduate School Application for Admissions to the Doctoral Program
- verification of an earned master’s degree from an accredited institution
- official Graduate Record Exam (GRE) scores taken within the last five years
- documentation of a minimum graduate school GPA of 3.50
- an application fee of $40
- official transcripts of all college/university work
- a resume or vitae
- three letters of recommendation
- a personal statement
- a writing sample
- a personal interview, and
- a portfolio of professional growth, and
- a minimum score of 50 on the Ed.D. admissions rubric

**The Admissions Process**

Applications for admission to The Doctorate of Education in Educational Leadership Program are submitted directly to FSU’s Graduate School, while the resume or vitae, personal statement, and portfolio of professional growth are submitted to the program director. Applications are processed only once a year.

**Deadlines**

1. All application materials must be received by FSU’s Graduate School prior to June 1 in order for the applicant to be considered for fall admission. Applicants must also meet the Graduate School’s requirements.

2. The Department Admissions Committee (DAC) screens the applications.
3. The DAC will review all applications and consider each applicant based on a variety of factors. These factors include, but are not limited to a review of GRE scores, letters of recommendation, professional work experience, grade point average, performance during the faculty interview process, and the strength of the writing sample that must be completed on the day of the interview.

4. All applicants who meet admission requirements are selected for admission by the Department Admissions Committee (DAC). Selected applicants are recommended to the School of Education Graduate Admissions Committee. After approval by the Dean of the School of Education and the Department Chair, the names of recommended applicants are approved. Both accepted and rejected applicants will receive official written notification of their status from the Graduate School. Applicants who are not selected may reapply for admission after they have met the necessary requirements.

Transfer Credits

A maximum of six (6) semester hours of transfer credits for graduate courses with a grade of B or higher may be accepted toward completion of the doctoral degree at Fayetteville State University. These six hours may not be in the core coursework. The remaining hours must be earned in residence. Only courses that counted toward a degree at a regionally accredited institution will be considered for transfer credit. Correspondence courses at any institution will not be accepted. Students wishing to pursue courses at another university to transfer to Fayetteville State University must obtain the approval of the department chair, dean of the school or college, and Dean of The Graduate School prior to taking the courses. Students should submit the “Transfer Courses: Request to Pursue Courses for Transfer to Fayetteville State University” form. After the approved courses have been completed, students must submit the “Transfer Course Evaluation Form,” official transcripts, and other appropriate course identification information (e.g., copy of course description from catalog, course syllabus) to the advisor for initial approval. The recommendations of the advisor should be forwarded to the department chair, dean of that school or college, and Dean of The Graduate School for approval. Course work may be transferred upon the student’s admission into a graduate school program. Course work transferred must not be older than eight (8) years for the Doctoral Degree.

Ed.D. Program Features

Cohort Program

Candidates will be admitted as full-time students to establish a professional learning community and to complete program requirements in a collaborative, supportive format. Enrolling for 9 hours per semester, unless otherwise indicated, is required to constitute full-time enrollment. Students are also required to maintain continuous enrollment throughout the course matriculation process. Failure to maintain full-time status or not enrolling in courses as scheduled will result in a candidate having to reapply for admittance. Acceptance is not guaranteed.
FSU School of Education Community

Candidates have the option of completing the entire Ed.D. program while working full time. Candidates interested in refining theoretical understanding or knowledge of research methodologies have access to the wide range of course and program options available through the Fayetteville State University School of Education.

Expanded Career Options

As they pursue their doctorate, some Ed.D. candidates will have the option of seeking a superintendent’s license simultaneously. Note: Depending on previous educational experiences, degrees, and licensures, the Cohort program may or may not fulfill all requirements for further licensure. It is the candidate’s responsibility to make sure all requirements for licensure are met. All candidates will be well prepared to continue in K-12 school systems or seek non-faculty positions at the college or university level.

Leading for Learning

A major goal of the program is to link leadership to high student achievement for all students thereby closing the achievement gap. Candidates interested in working with students will learn how to critique the practice of schooling and also how to apply culturally appropriate instructional strategies to improve student achievement.

Data Based

Candidates will leave with a sophisticated set of strategies to use data to address inequities, to make data-based decisions, and to empirically evaluate program effectiveness through the use of qualitative and quantitative research. These strategies will not only help candidates become highly successful district leaders, but also national leaders in improvement efforts.

Learn from the Leaders

Candidates will interact with faculty and practitioners who have been actively involved in transforming learning environments through the use of culturally appropriate leadership practices. Course instructors and visiting lecturers include highly successful educators who have made significant gains in transforming learning environments.

Research Component

The School of Education’s Office of Research Initiatives serves as a resource for students, faculty, and the local community. Through the Office of Research Initiatives, symposiums, professional development workshops, and other activities are offered. A major part of this Office will be to assist candidates, especially doctoral degree candidates, with research preparation, -- via papers, conference presentations, and collaborative research with faculty members. In preparation for the dissertation, doctoral candidates are enrolled simultaneously in EDLE 731
Research Internship Seminar in Educational Leadership and EDLE 720 Educational Statistics. The Office of Research Initiatives will be structured to serve as an additional guide to candidates to achieve the learning outcomes of these critical courses.

**Modes of Delivery**

Courses are offered face-to-face during evenings and extended week-ends, with web-enhanced support, hybrid, and on-line modalities to accommodate candidates’ needs.

**Face-to-Face Format**

During the first semester, one face-to-face class is required in order to help candidates develop the camaraderie needed for cohort cohesiveness. Additional face-to-face classes may be required. These classes will embed technological and other learning enhancements and will be scheduled on Saturdays or on one weekday evening.

**Hybrid Format**

Approximately half of the courses will be conducted in a hybrid format, incorporating face-to-face and online instruction, as well as independent, group, and teamwork. Candidates will meet for face-to-face instruction once a month, usually on a Saturday or weekday evening. This multi-faceted hybrid delivery mode provides enriching teaching/learning opportunities that maximize the educational experiences of candidates. It is meant to accommodate the needs of the professional, candidate. The professors facilitate the well-planned learning activities and readily avail themselves to help each candidate excel academically. Candidates interact and learn with and from each other as they share, discuss, and collaborate on a variety of learning enhancement activities.

**Online Format**

The remainder of the courses will be offered via online format, providing candidates with rich learning experiences conducted within the comfort of their own homes, libraries, or other locations. Candidates do not have to visit the campus for the online classes. This is in line with the 21st century technological advancements espoused by the university. As with the hybrid courses, candidates must budget their time in a manner that enables them to diligently and timely conduct the learning activities required for successful completion of the courses.

**Degree Requirements**

**Coursework**

Fayetteville State University’s coursework in Educational Leadership aligns with Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership as well as North Carolina’s Standards for Superintendents.
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Academic Advising

Each student will be assigned an academic advisor based on the student’s stated interests and goals. Students are free at any time to select another advisor if they choose to do so. However, the request must be approved by the program director and the department chair.

Program of Study (POS)

Each student should meet with his or her academic advisor in order to create a Program of Study (POS). A POS is a semester-by-semester schedule of courses that a student plans to take in order to meet his or her degree program requirements. After the student has secured all required signatures, the POS should be submitted electronically. A copy should be printed and submitted to the program director, and the student should keep a copy for his or her records. The POS must be approved by the student’s advisor, the program director, the department chair, and School of Education Dean. After approval by the Dean, the POS will be forwarded to the Graduate School for approval. The POS can be modified as necessary, subject to approval by the Graduate School. The purpose of the POS is to protect students in the event of any changes in program requirements. The POS may be found at this link: Program of Study Form.

TaskStream Submission

TaskStream is an electronic assessment and management system to collect and document candidate performance in all teacher education programs. Recent state and national accreditation requirements for academic programs now make the use of this type of electronic management and reporting system necessary for standards-based accountability purposes at all levels. All doctoral candidates will be required to register with TaskStream and submit electronic evidences at various points throughout the program. The TaskStream website may be found at https://www1.taskstream.com/

One-Year Internship

A one-year internship provides candidates with the opportunity to apply theoretical knowledge in real settings. Applied learning is emphasized. The internship occurs in the second year of the doctoral program and carries six (6) credit hours. The purpose is to complement the other program experiences with rigorous, high quality administrative experiences. Internship plans are to be completed and submitted to the university’s internship supervisor by September 30th.

Internship placements require the approval of the university’s internship supervisor. To strengthen the internship experience, multiple placements can be proposed. Placements are to be based on how well the placement models sound leadership and administrative practice, and how well the total placement situations can contribute to the overall understanding of effective leadership. Additional internship information will be provided after enrollment in EDE 730 and EDLE 731.
Procedures for Internship Enrollment and Placement

Prospective interns need to contact and/or meet with the Ed. D. program director one full semester (typically in April) before fall semester enrollment is anticipated. The purpose of this meeting is to obtain the necessary internship materials (application, checklist & handbook) and discuss potential internship placement. The internship is designed as a capstone activity and should be completed toward the end of the student’s academic program.

Tentative placement for the internship will be arranged by the intern with assistance from the university internship director. Specific placement may be designated inside or outside the intern's place of employment. The intern may select placement in dual sites, in any case however, the intern can expect to have varied experiences at different levels in the organization depending upon the individual career goals of the intern. Final placement is dependent upon a favorable interview of the prospective intern and site mentor, and official confirmation by the university internship director.

Prospective interns must complete and return the application form (along with program of study), resume, self-assessment, and internship plan to the university internship director. These MUST be submitted and approved BEFORE you begin logging hours for your internship.

Comprehensive Examination

In addition to regular examinations, a final Comprehensive Examination on the content of the degree program is required of all candidates for the doctoral degree. The Comprehensive Examination must be passed before a student's capstone project is approved and the dissertation process is initiated. The written examination will be constructed by the faculty and administered by the department chair or director. The examination will be administered no more than eight weeks after the doctoral student has completed a minimum of 54 credit hours successfully. An examination schedule will be provided during the spring semester. A student is eligible to take the examination after completion of all course work or while the final courses are in progress. Students may take the written examination twice, but must wait at least one semester to retake the examination. Students who fail the written examination on the second attempt will be terminated from the program. Passing of the examination may be conditional and dependent upon the completion of additional work to the satisfaction of the committee. Applications for the Comprehensive Examination are available online and in the Office of the Dean of The Graduate School.

Please note that it is the student’s responsibility to apply for the Comprehensive Examination. The deadline for doctoral students to submit applications for the summer examination is May 3.

Admission to Candidacy

A student is admitted to candidacy upon completing required 54 semester hours of coursework, successful completion of the comprehensive examination process and the internship. The Admission to Candidacy process permits students to enroll in EDLE 740. This means that students will be eligible to enroll in EDUC 740 and begin the dissertation writing process.
During the spring semester, all students must complete and submit the Admission to Candidacy form (Appendix A).

The Dissertation

Historically, the dissertation has been considered the capstone experience in a student’s academic career. It is an addition to a body of knowledge and stands as an original piece of work marking the student as an expert on a topic in a specific field. It should encompass the skills, knowledge, and dispositions that students have gained from their courses, seminars, readings, discussions, and field-based experiences. The FSU Graduate Catalog states, “The doctoral dissertation presents the results of the student’s original investigation in the field of major interest. It must represent a contribution to knowledge, be adequately supported by data and be written in a manner consistent with the highest standards of scholarship.” Most often, a contribution to knowledge is best made after developing a thorough understanding of an educational issue or practice as a result of reading the significant research literature available, then posing questions, the answering of which advances the knowledge base and/or practice of the discipline. The candidate should have a passion to understand the issue or practice and to increase others understanding of it through his or her research. Publication is strongly recommended.

Glatthorn and Joyner (2005) Writing the Winning Thesis or Dissertation is the required text to assist students with writing the dissertation. Students may register for dissertation research hours after consultation with their dissertation chair/advisor and only after successfully completing required coursework, the comprehensive examination and the internship. The Dissertation Matriculation Timeline (Appendix B) provides a comprehensive listing of all required dissertation forms with their respective due dates.

Continuous Enrollment

Once admitted to the program, students are required to maintain continuous enrollment, meaning that students must register each (fall and spring) semester until graduation unless the Graduate School Dean has approved an official leave of absence, not to exceed one and one-half years. Failure to maintain continuous enrollment will result in termination of the student’s program of study in the department. Students whose enrollment has been terminated must reapply for admission into the program in order to resume their studies at FSU. Students reapplying for admission will not be given preference in admission and will be considered with all other applicants.

Time Requirements for Degree Completion

Students are allowed a maximum of eight (8) calendar years from admission to the Ed.D. program to complete degree requirements (pass comprehensive exams and complete all coursework, the internship, including the dissertation).
Faculty and Areas of Specialization

Doctoral students are assisted in developing necessary proficiencies by faculty who use differentiated, standards-based, and student-centered instructional practices. The Department of Educational Leadership faculty are experts in their fields, and their expertise and research interests vary across disciplines. Because candidates will be working closely with departmental faculty, candidates should familiarize themselves with the faculty’s areas of specialization.

**Dr. Tawannah G. Allen, Associate Professor**  
Curriculum leadership and theoretical perspectives, diversity issues with African-American and Latino males, using years to parity to examine academic achievement, social justice issues of the underserved, critical race and resiliency theories focused as teacher professional development strategies, and turnaround strategies for failing schools.

**Dr. Miriam Chitiga, Associate Professor**  
Leadership for social justice, leadership theory, styles and philosophies, innovative and critical pedagogy for empowerment of diverse populations, higher education leadership and teaching/learning, internationalization of higher education, 21st century curriculum development, qualitative and feminist research methodology, teacher education and women and gender issues in leadership and social justice, studies, applications of applied linguistics to STEM education and social justice, deliberative dialogue and civic engagement, advanced writing training, the intersections of race, class, gender, sexuality, age, generation, language, and geographic origins, and holistic student development.

**Dr. Samuel Heastie, Assistant Professor**  
Designing, developing, and conducting training programs in customer care, management, leadership and education.

**Dr. Jerry Jones, Associate Professor**  
Organization Intervention and Renewal, Creativity in the workplace, The Rural Superintendent for Social Change

**Dr. Paris Jones, Adjunct Professor**  
Ethics and legal issues, leadership and organizational behavior and theories, school improvement strategies, effective use of data and making data driven decisions as an organizational leader, effective teaching practices and principal leadership.

**Dr. Theodore Kaniuka, Associate Professor**  
Research methods and program evaluation using quantitative and mixed-methods designs emphasizing hierarchical models including cross sectional and time series designs. Interests include high school reform, higher education faculty effectiveness, school climate and culture, and facilitating the use of research by school-level practitioners.
Dr. Dionne V. McLaughlin, Associate Professor and MSA Program Director
Effective teachers of African American and Latino high school students, the Principalship – making effective leadership decisions, racial context of schools and diversity as it relates to the achievement of African American and Latino students.

Dr. Noran Moffett, Professor and Associate Dean
Action research for state and school improvement, variables that impact student achievement, dissertation research methodologies, educational leadership and instructional development from PK-21, the role of school leaders for instructional improvement, and international leadership program developmental planning.

Dr. Gail L. Thompson, Professor and Wells Fargo Endowed Chair in Education
Parent empowerment, literacy, academic achievement, classroom management, the academic achievement of students of color, the school-to-prison pipeline, and resiliency.

Dr. Linda Wilson-Jones, Professor and Director, Office of Research Initiatives
Academic achievement of African American males, women in higher education, technology in higher education, gender issues and intra-racism among women in the workforce, especially higher education.

Educational Leadership Courses and Descriptions

Leadership Core: 24 Semester Credit Hours

Course/Hours: EDLE 700 3 Credits Hours
Title: Group Dynamics, Decision Making, and People Management
Prerequisite Courses: None
Mode of Delivery: Face-to-Face Format
Course Description: Focus on awareness of leader's social group memberships and impact of these identities upon leadership skills, personal awareness of multiple forms of oppression and impact on leadership ability. Discussion of leadership strengths and challenges: managing conflict, resistance, and group-leader dynamics.

Course/Hours: EDLE 701 3 Credit Hours
Title: Cultural Diversity in American Schools
Prerequisite Courses: EDLE: 700, 706, 721
Mode of Delivery: Face-to-Face Format
Course Description: The course addresses the origins, concepts, principles, and trends in multicultural education. It provides candidates with an understanding of multicultural education as an instructional concept, educational reform movement, and systemic process.

Course/Hours: EDLE 703 3 Credit Hours
Title: Public Policy and Political Issues in Education
Prerequisite Courses: EDLE: 701, 704, 720
Mode of Delivery: Face-to-Face Format
Course Description: Candidates study political and educational policy processes in relation to such problems as globalization and the nation-state, local, and community development, social
identification and political participation, pressure groups and indoctrination, academic freedom, and school reforms.

**Course/Hours:** EDLE 704 3 Credit Hours  
**Title:** Curriculum and Instructional Leadership  
**Prerequisite Courses:** EDLE: 700, 706, 721  
**Mode of Delivery:** Face-to-Face Format  
**Course Description:** This course examines the social and philosophical foundations of curriculum, and curriculum theory. The course prepares candidates to understand the politics of curriculum development.

**Course/Hours:** EDLE 705 3 Credit Hours  
**Title:** The Planning and Financing of Educational Organizations  
**Prerequisite Courses:** EDLE: 701, 704, 720  
**Mode of Delivery:** Face-to-Face Format  
**Course Description:** This course is an in-depth examination of school planning and implementation of the financial perspective at local, district, and state levels. Included are the traditional methods of financing and the emergent ideas and subsequent suggested practices to meet the needs of a changing national educational environment. Also addressed are the areas of financing of school corporations in the current economic and political setting with emphasis on interrelationships of educational, economic, and political decisions.

**Course/Hours:** EDLE 706 3 Credit Hours  
**Title:** Seminar in Educational Leadership  
**Prerequisite Courses:** None  
**Mode of Delivery:** Face-to-Face Format  
**Course Description:** In this course, candidates investigate forces and trends that are influencing the nature of schooling and learning in a global society. Candidates explore futurist literature and the importance of holding a compelling vision for the future as an educational leader. They explore strategies for facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the learning community. A course artifact must be submitted to TaskStream as part of the course requirements.

**Course/Hours:** EDLE 707 3 Credit Hours  
**Title:** Seminar in Legal Issues and Professional Ethics  
**Prerequisite Courses:** EDLE: 703, 705  
**Mode of Delivery:** Face-to-Face Format  
**Course Description:** This course focuses on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina school law will be included with attention given both to theoretical and practical concerns. This course also focuses on critical race theory as a critique of racism and the law in U.S. society and discusses its current applications to education policy and research in K-12 schooling and higher education; looks at how critical race theory can be used as a methodological lens for policy analysis and educational research; examines the social aspects of leadership in moral terms.
Course/Hours: EDLE 708 3 Credit Hours  
Title: Organizational Theory and Administrative Behavior  
Prerequisite Courses: EDLE: 703, 705  
Mode of Delivery: Online Format  
Course Description: In this course candidates examine schools as institutions from an organizational perspective. It critiques the field of organizational theory in order to better understand how schools function the way they do by turning to studies in business about organizational structure and culture. Candidates will develop the tools to look at organizational behavior from a critical perspective, which will provide a basis for understanding the status quo of any organization and the dynamics for change. The awareness of gender issues and cross-cultural issues that affect the modern organizational climate is emphasized.

Research and Evaluation Core: (12 Semester Credit Hours)

Course/Hours: EDLE 720 3 Credit Hours  
Title: Educational Statistics  
Prerequisite Courses: EDLE: 700, 706, 721  
Mode of Delivery: Face-to-face Format  
Course Description: This course will cover the application of basic statistical procedures to the decision making process. The student will learn the most widely-used statistical procedures and how they support managerial decision-making and organizational change processes. The course includes Pareto Analysis, Ishikawa Diagrams, statistical process control, charting, presentation, the communication of statistical information; and touches on experimental design in the managerial context. Emphasis will be on research conducted in schools by presenting methods that are appropriate for school-based research. Educational leadership is evolving to place added emphasis upon teacher, parent and student empowerment, which will have fundamental consequences for administrative practice. In the future, administrators will need skills in projecting budget expenses for programs developed by this consortium of participants. To share power will require the educational leader to be skillful in interpreting and sharing research findings with these participants. This course will be the introduction to the development of an educational leader able to evaluate design and conduct educational research to deal with the changing school.

Course/Hours: EDLE 721 3 Credit Hours  
Title: Research, Design, and Evaluation Methodology  
Prerequisite Courses: EDLE: None  
Mode of Delivery: Face-to-face Format  
Course Description: This course is designed to teach the student how to match the research design to the substantive problem in education without further distorting the problem. The first one half of the course will cover the basics of research design. The second half of the course will cover program evaluation. Future school administrators will be provided the information they need to conduct or supervise instructional program evaluation. The program evaluations component will be based on the material covered in the first half of the class. The student will have taken statistics and be knowledgeable of the basics of test and measurement.

Course/Hours: EDLE 722 3 Credit Hours  
Title: Qualitative Research, Theory and Application  
Prerequisite Courses: EDLE: 723, 730, Cognate Course  
Mode of Delivery: Face-to-face Format
**Course Description:** A study of qualitative research from different theoretical and methodological approaches. This course is designed to assist the educational leader in becoming a more effective facilitator of learning through knowing how to conduct research without formal hypotheses, allowing the hypotheses to evolve over time as events unfold. The researcher begins without preconceived ideas about what will be observed and describes behavior that seems important. Language principles, designs, and methodologies of producing qualitative research from experimental and non-experimental approaches will be presented. Students will demonstrate skills needed from practical and applied research in various educational settings. A course artifact must be submitted to TaskStream as part of the course requirements.

**Course/Hours:** EDLE 723 3 Credit Hours  
**Title:** Quantitative Research Application and Methodology  
**Prerequisite Courses:** EDLE: 703, 705, 707, 708  
**Mode of Delivery:** Face-to-face Format  
**Course Description:** This course provides administrators with the knowledge of the methods and analytic approaches in educational research that will aid them in dealing with the school restructuring now occurring in the nation's schools. The measurement, design, and analysis procedures that are the most useful for dealing with a changing school system will be presented. An integrated approach to statistics and educational research will provide the student with an awareness of the interrelations and interdependencies among the statistics and research procedures presented. This awareness is essential for becoming an intelligent consumer of research and a competent researcher. Although the course requires a background in statistics on the level of an introductory course (EDLE 720), these topics will be reviewed before extending the presentation to more advanced topics. A course artifact must be submitted to TaskStream as part of the course requirements.

**Course/Hours:** EDLE 730 3 Credit Hours  
**Title:** Internship in Educational Leadership  
**Prerequisite Courses:** EDLE: 703, 705, 707, 708  
**Mode of Delivery:** Face-to-face Format  
**Course Description:** The advanced educational leadership internship is an extensive educational experience that will provide an opportunity for candidates to engage in a series of field-based clinical experiences. The candidate, faculty advisor, and the supervisor of the participating organizations will work as a team to develop an individualized plan. These plans will be based on the experiences, background, needs, and professional goals of the candidates.

**Course/Hours:** EDLE 731 3 Credit Hours  
**Title:** Research Internship Seminar in Educational Leadership  
**Prerequisite Courses:** EDLE: 723, 730, Cognate  
**Mode of Delivery:** Face-to-face Format  
**Course Description:** In this course, candidates engage in the second series of field-based clinical experiences with a focus on sharing their research, writing, and communication expertise as related to their dissertation area of focus. Candidates present their preliminary comprehensive literature paper to a faculty panel for evaluation and to peers for feedback. Successfully completing this seminar course, prepares candidates to formally enroll in dissertation study, after completing the comprehensive examination, under the supervision of a faculty chair and committee. A course artifact must be submitted to TaskStream as part of the course requirements.
2013-14 DOCTOR OF EDUCATION DEGREE (EDD) PROGRAM MANUAL

Course/Hours: EDLE 740 3 Credit Hours
Title: Dissertation in Educational Leadership I & II
Prerequisite Courses: EDLE: All Coursework And Comprehensive Exam
Mode of Delivery: Various Formats, to Include Face-to-face, Individualized Hybrid or Web Enhanced Formats
Course Description: The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. The dissertation culminates the theoretical and practical research experiences of the candidates. The application of theory and research to solve, inform, or suggest changes in problems and dilemmas facing educational leaders today should be reflected in an original, sophisticated, and high quality document. To facilitate the dissertation process, candidates will participate in regularly scheduled seminars designed to keep them on task and provide on-going constructive faculty feedback. The end result is a final dissertation and successful defense. To be repeated for a total of 6 credit hours. A course artifact must be submitted to TaskStream as part of the course requirements.

Course/Hours: EDLE 999 0 Credit Hours
Title: Dissertation Non-Credit
Prerequisite Courses: EDLE 740
Mode of Delivery: Various Formats, to Include Face-to-face, Individualized Hybrid or Web Enhanced Formats
Course Description: The dissertation process serves to bring together all of the experiences in which students have engaged during the entire program. The dissertation culminates the theoretical and practical research experiences of the candidates. The application of theory and research to solve, inform, or suggest changes in problems and dilemmas facing educational leaders today should be reflected in an original, sophisticated, and high quality document. To facilitate the dissertation process, candidates will participate in regularly scheduled seminars designed to keep them on task and provide on-going constructive faculty feedback. The end result is a final dissertation and successful defense. A course artifact must be submitted to TaskStream as part of the course requirements.

Cognate Areas

PreK-12 Cognate: (12 Semester Credit Hours)

Course/Hours: EDLE 725 3 Credit Hours
Title: Special Topics in School Leadership
Prerequisite Courses: EDLE: 731, 722, Cognate
Mode of Delivery: Face-to-Face Format
Course Description: This course is designed (1) to familiarize graduate students with research about the causes of underachievement of many African American students in PK-12 public schools, and (2) to provide graduate students with effective research-based strategies to improve African American student achievement and retention.

Course/Hours: EDLE 753 3 Credit Hours
Title: Advanced Research and Methodology for School Improvement
Prerequisite Courses: EDLE: 723, 730, Cognate
Mode of Delivery: Face-to-Face Format
Course Description: This course focuses on research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. Selected concepts covered include estimation, graphic methods, hypothesis training and variance, correlations, and non-parametric procedures in the context of educational studies. The student will apply appropriate statistical procedures to analyze student achievement, teacher and parent/community data sets. Computer software programs widely used in educational research are examined and demonstrated.

Course/Hours: EDLE 799 3 Credit Hours
Title: Advanced Studies in Educational Leadership
Prerequisite Courses: EDLE: 703, 705, 707, 708
Mode of Delivery: Online Format
Course Description: This course prepares participants to lead change initiatives within a variety of organizational settings. Students will explore change management through a systems approach as it relates to the structural, human resource, political and symbolic frames. Analysis will include contrasting organizational environments, assessing conditions that foster both acceptance and resistance to change, and discussing specific strategies for managing change. Participants are required to select a "live" project and apply the course content to this project. This course is designed to foster the skills necessary for leading teams through a successful transition process. (Prerequisite: Must be admitted to the Ed.D. doctoral program.

Higher Education Cognate: (12 Semester Credit Hours)

Course/Hours: EDLE 709 3 Credit Hours
Title: University College Teaching
Prerequisite Courses: EDLE: 731, 722, 710
Mode of Delivery: Online Format
Course Description: In this course candidates are exposed to an examination of philosophies, methodologies, and related issues (gender, race, et.al) that influence teaching and learning in college and university classroom settings. Emphasis on teaching effectiveness, the application of course material to the formal classroom environment, assessment, and standards.

Course/Hours: EDLE 710 3 Credit Hours
Title: The Adult Learner
Prerequisite Courses: EDLE: 723, 730, 712
Mode of Delivery: Online Format
Course Description: The focus of this course will be on the examination of how adults learn in instructional settings. Characteristics of the adult learner will be examined. Students will investigate adult learning theory as well as current trends and advancements in adult learning. The focus will be on making better instructional decisions and media selections for the education and training of adults.

Course/Hours: EDLE 711 3 Credit Hours
Title: Emerging Issues in Administration and Supervision
Prerequisite Courses: EDLE: 731, 722, 710
Mode of Delivery: Online Format
Course Description: This course will introduce doctoral students to the role of an institutional leader and supervisor in the Twenty-First Century, and on how leadership continues to evolve in the changing expectations of individuals in the organizations, in which senior and upper level administrators reign. Senior and upper level leaders must be able to communicate skillfully both orally and in writing with all stakeholders. In addition, they are expected to model collaborative decision-making skills as they negotiate the political landscape, work with diverse groups of constituents, while addressing retention and graduation rates. Whether the leader is K-12 or Post-secondary education, they both face the same or similar issues with faculty, students, board and trustee members, and the general public. Through readings, discussion forums, chats, blogs, emails, interviews, case studies, in-baskets issues, simulations, videos, and other electronic tools, this on-line course will provide doctoral students with the skills, understandings, and dispositions of a senior and upper level administrator. Attention is also given to the role of the superintendent and higher education administrator in goal setting, developing and implementing long-range plans in response to current and emerging issues within the academic community, as well as, the broader spectrum of state and national educational issues.

Course/Hours: EDLE 712 3 Credit Hours
Title: History of Higher Education
Prerequisite Courses: EDLE: 703, 705, 707, 708
Mode of Delivery: Online Format
Course Description: Candidates examine the history of higher education, particularly in the United States. Candidates examine the aims and institutional forms of higher education. The nature of academic pursuit in terms of the development of disciplines and fields of study and the development of the professoriate are examined.

*Any transfer credits will be applied to only the cognate courses.
**Courses must be taken in sequential order.

The Dissertation Process

Doctoral Dissertation Committee Procedures

The dissertation committee is the formal decision-making body whose purpose is to guide the student’s dissertation and progress towards degree completion. A student’s dissertation committee will consist of at least three members, the chair, who must be a member of the Department of Educational Leadership. Other members can be a faculty member in another department who are invited to serve on your committee. A dissertation committee member may also be selected from outside FSU, but must be recognized as Graduate Faculty with Special Status. However, another option is to allow your dissertation chair to select members for your dissertation committee. The Dissertation Advisory Committee Membership form (Appendix C) must be completed, approved and submitted to the Graduate School prior to your oral prospectus defense. The student should consider the following roles and responsibilities in forming his or her committee:

Dissertation Chair. The student’s first step in nominating a Chair is to establish a relationship with an Ed.D. faculty member who is qualified to guide research in his or her topic area. This individual must be someone with whom the candidate feels comfortable and be able to challenge the candidate to do excellent work and to make full use of available learning resources. The Chair serves as advisor, guide, supporter, and evaluator, while helping the candidate to maintain
a link between program and university administration. In fact, the Chair becomes the student’s official faculty advisor (replacing the faculty who had been assigned as the academic advisor). The Chair also supervises the committee and has final decision-making authority regarding all committee deliberations and actions. Simply ask the faculty member if they would agree to serve as chair of your committee. While occasionally a faculty member may decline due to factors such as time commitments, advising workload, etc., you will not find it difficult to find someone to serve as your dissertation chair.

Second and Third Committee Members. Dissertation committee members ensure that the candidate has achieved a high level of scholarship and that the candidate’s contributions to the body of knowledge will be acceptable to others in their field. Although faculty who live in the student’s geographical area offer the advantage of frequent face-to-face contact, it is more important to consider their expertise and their readiness to demand high quality work. Candidates work with their Chair to identity potential dissertation committee members from the university or outside faculty. Candidates also have the ability to identify and approach the best authorities in their field who may be external to FSU. Students can begin developing a list of potential faculty by reading works by scholars in their field, by consulting journals, by conferring with professors and by generating information on their own by developing a network of contacts both inside and outside of FSU.

Among the total membership of the committee including the chair, the following areas of expertise and roles should be included. Please note that these roles and areas of expertise may overlap:

Content expertise. At least one member of the committee, who may or may not be the Chair, will have expertise in the field of study most closely related to the candidate’s dissertation topic. If other than the chair, it is the candidate’s responsibility to find a qualified individual for this position in consultation with the chairperson. Responsibilities of this person include, but are not limited to the following:

- To serve as the subject matter expert in guiding the candidate’s literature review.
- To advise other committee members on the importance and timeliness of the student’s topic.

Research methodology expertise. At least one person on the committee, who may or may not be the Chair and who may or may not be the content expert described above, will have expertise in the research methodology used in the dissertation study, typically representing the Ed.D. faculty. If other than the Chair, it is the candidate’s responsibility to find a qualified individual for this position in consultation with the chairperson. Responsibilities of this person on the committee include, but are not limited to the following items:

- To provide support to the learner in the area of research methodology.
- To ensure use of the appropriate research methodology.
- To assist the candidate in understanding the results yielded during the methodology.
Candidate and Committee Expectations

The dissertation process works best when the candidate and all committee members work as a team and fulfill all expectations of their special roles. The candidate is expected to:

- Communicate productively and regularly with the Chair.
- Establish with the Chair a protocol for sharing review drafts with the full committee.
- Design and carry out dissertation research with the advice and consent of the dissertation committee.
- Submit all forms and documents to the Chair for review and signature before the forms are submitted to the Dean.
- Provide all necessary information to the Chair and the Dean whenever either must make a decision concerning their program.
- Ensure that the dissertation is of the highest academic quality.
- Dissertation committee members are expected to:
  - Be open to divergent opinions in the committee and to evaluate them based upon what will promote the academic success of the candidate.
  - Be responsible for managing their own roles and perform them with the same high standards expected of the candidate.
  - Return dissertation material to the candidate in a timely fashion, not to exceed three weeks.
  - Share in the responsibility for helping to make the committee an effectively functioning body.

Changing the Dissertation Committee Chair and/or Members

Occasionally, candidates may need to replace faculty members on their committee (even their chair). Replacement of a member may become necessary, for such reasons as illness, death, resignation, change in the direction of the dissertation, or non-productive working relationships. Any such changes in committee membership must be discussed with the Chair. While potentially disruptive and anxiety-inducing, simply discuss the situation with your dissertation chair and any other faculty who are involved. We will help you reconstitute your committee and file the proper paperwork with the Graduate School (pending their approval of the change).

If the student wishes to replace the Chair, the candidate must first discuss the reasons with this person. If agreement is not reached to continue the arrangement, the candidate must use the Dissertation Advisory Committee Membership form and the Chair and program director must make the final approval. If there is a change in committee membership after the Dissertation Proposal has been approved by the Chair, then the new committee member will be considered to have accepted the terms of the Proposal.
Writing the Dissertation

The dissertation integrates and adds to the learning accomplished in other phases of the program. It addresses the appropriate intellectual and professional traditions of the field and signifies grounding in the theoretical and critical scholarship in this field. It allows the learner to exercise his or her originality and creativity and provide new knowledge and approaches to the larger scholarly community. Dissertations represent the candidate’s own scholarly contributions.

The Dissertation Proposal

A Dissertation Proposal is developed during EDLE 740: Dissertation in Educational Leadership I & II. The proposal is typically the first three chapters of the dissertation: Introduction/Statement of the Problem, Literature Review, and Methodology. A step-by-step guide of the dissertation process is outlined in Glatthorn and Joyner’s 2nd Ed. of Writing the Winning Thesis or Dissertation (2005). The candidate receives guidance from both the Educational Leadership faculty members as well as the research seminar course instructor.

Dissertation committee members are expected to provide timely feedback (no longer than three weeks) to candidates regarding their proposals. A dissertation proposal must include:

1. A well-written introduction to the topic and statement of the research question;
2. A clear rationale for the study (why the candidate is motivated to conduct it, and a description for the need for it);
3. A preliminary literature review; and
4. A well-developed research design, including the method(s) for analyzing the data.

The introduction and the methods sections should be quite detailed, as this chapter, in most cases, does not change substantially from the proposal to the finished dissertation. The main differences between the proposal and the dissertation are that the completed dissertation will include a results section with actual data instead of proposed analyses and a more comprehensive discussion section. The literature review, theoretical foundations, and methods must be well-developed for the Dissertation Proposal to be accepted. Although it is not possible to specify how many references will be needed for the proposal, there needs to be a substantial number to indicate that the learner is well advanced and knowledgeable of the topic. Detailed requirements are available in the Dissertation Proposal Rubric in TaskStream.

The Dissertation Proposal Defense

The Dissertation Proposal Defense may be conducted only after the candidate and the committee chair have agreed upon a draft document to be reviewed by the committee. Additionally, the Dissertation Proposal Defense can only be scheduled after the Chair gives the candidate approval to send a draft copy of the dissertation proposal to the full committee. The candidate then confirms receipt of the dissertation proposal by all committee members then awaits approval to schedule the Dissertation Proposal Defense. The Dissertation Proposal Defense cannot occur earlier than three weeks after the draft is distributed to the full committee. The committee’s charge is to review the candidate’s proposal according to the Dissertation Proposal Rubric. If a committee member concludes that the meeting should be postponed until additional work is
completed on the draft proposal, that committee member will notify the Chair and candidate and provide detailed written feedback on his or her rationale and how the proposal may be improved. Another important component of the dissertation committee’s review of the proposal will be consideration of the protection and safety of human subjects used in research and other ethical concerns.

The candidate must schedule the Dissertation Proposal Defense at a time, during the fall or spring semesters, when all members of the committee can be present (either face-to-face or via conference call or web-conferencing) and can only occur during the fall or spring semesters. Non-attendance of any member must have prior approval of the Chair. If more than one member cannot attend, or if the Chair cannot be present, the meeting may not be held and must be rescheduled. Dissertation proposals may occur throughout the fall and spring semesters and are not held during summer sessions. The purpose of the Dissertation Proposal Defense is to bring the dissertation committee together to evaluate the candidate’s dissertation proposal. It is a working meeting from which the candidate may benefit from the committee’s collective wisdom as the candidate prepares to move forward in the research process. The meeting will include a presentation by the candidate (organized in consultation with the Chair), time for dialog among all participants, and clarification of next steps in the process. The meeting is an opportunity for the candidate to seek input from all members on data collection and analysis issues, suggestions for further literature review, and any other guidance deemed necessary. The candidate’s committee may require the candidate to create and validate specific research instruments and/or to conduct a pilot study. The dissertation committee may make recommendations for adjustments including additional study/research or other revisions of the proposal.

At the conclusion of the meeting the committee will come to a consensus on one of the following outcomes: Pass, Pass with Revisions, or Fail (and substantially rework the proposal). The Chair will work with the candidate to incorporate committee recommendations into the proposal. In the case of a Pass with Revisions, the revised draft may be reviewed by the full committee or they may vest the Chair with sole responsibility for review. In the case of an unsatisfactory proposal defense (significant work is needed for the proposal), a new Dissertation Proposal Meeting must be scheduled using the same procedures as the initial meeting. Once the dissertation proposal is approved by the committee, the candidate is responsible for submitting to the program director a signed Dissertation Proposal Meeting Recommendation and Approval Form (Appendix D). This form can be easily accessed on the Educational Leadership website. Once approved by the committee, the proposal is a mutually-binding document between the candidate and the dissertation committee and may not be substantially altered without all parties agreeing to any requested change(s).

**Research with Human Subjects: Human Rights in Research Committee (HRRC)**

In conjunction with the Dissertation Proposal Meeting, the candidates are required to seek and secure HRRC approval for any aspect of the program that involves interaction with or collection/analysis of data from or about human subjects. No part of a research project, including recruitment, may begin until all academic approvals and the HRRC approval process are completed and the student receives an approval letter from HRRC.
Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely related to the candidate’s area of inquiry.

The HRRC’s policies and procedures are guided by the Code of Federal Regulations Title 45 CFR Part 46, “Protection of Human Subjects” (Revised June 23, 2005), of the U.S. Department of Health and Human Services (HHS), and the National Institutes of Health (NIH), the Office for Human Research Protections (OHRP), or any other successor office, and The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Fayetteville State University’s HRRC is registered with the OHRP. Candidates should contact the HRRC chair if they are unsure about whether HRRC approval is required for a research project. Completion of the CITI Course for the Protection of Human Research Subjects is a prerequisite for submitting an HRRC application and research proposal. A completion report will be sent automatically to the HRRC chair. The CITI course may also be a requirement for one or more seminars. Detailed information about the HRRC and its requirements is available on the HRRC web site: http://www.uncfsu.edu/research/irb/hrrc. Extensive information about research with human subjects and the Application for the Use of Human Subjects in Research may be accessed and read on the HRRC website on Research with Human Subjects.

Overview of the Dissertation Chapters

Once a Dissertation Proposal has been accepted by the doctoral committee and approved by HRRC, a working agreement exists between the candidate and the committee. The thoroughness and quality of the proposal will determine, to a great extent, the difficulty of implementation. A well-planned, detailed proposal will greatly facilitate the candidate’s work. Successfully completing the proposed study requires planning, time management, and discipline. All too often there is a dangerous tendency to relax and lose momentum once the overview is approached. It is advisable that candidates develop their own personal timeline for performing the tasks and meeting deadlines. Appendix H, the Graduate School Schedule of Events and Deadlines, provides information on important dissertation timelines. It is critical that the candidate thinks through all of the dimensions of the proposed study. Frequent meetings with the Chair will keep the candidate on track for timely completion.

The specific headings are outlined within the Graduate School’s Dissertation Handbook. The required text, “Writing the Winning Thesis or Dissertation,” outlines the emphasis and outline of each chapter. Provided below is a summary of each chapter:

Introduction/Statement of the Problem. The first chapter of your dissertation establishes the contextual and theoretical framework justifying the dissertation. First, it states a substantive problem and documents its significance. Typically, some background or context for the study is provided. Second, it introduces a theoretical framework (and perhaps a specific theoretical model) that will guide inquiry into this problem. The purpose of theory is to identify the factors important to a problem, their relationship to one another, and the extent or impact of these relationships.
Literature Review. This chapter examines the academic and practitioner literature, elaborates on the significance of the research problem, and develops fully the theoretical perspective to be used. The literature review should incorporate both an overview of competing theoretical frameworks and a statement of the reasoning/justification for the one chosen. Anticipating the formal presentation of your research hypotheses in the methods section, the review should be organized around the research question(s) associated with the theoretical perspective you have chosen to emphasize. The literature review forms the intellectual canvas on which you are painting your own research picture. The literature review needs to be extensive enough to demonstrate your very "good grasp" on the conceptual options available. A high quality literature review is more than a restatement of the research in the field—it should include your evaluation of the strengths and weaknesses of the research on your topic.

Methodology. This chapter sets out the research design by which you intend to test or study your research problem. First, it identifies how the theoretical factors discussed in the Literature Review will be operationalized (indicating how these variables are to be measured). Second, it describes the research design of your study and the data sources you will use or establishes a means for producing the data (qualitative, quantitative, or mixed; population or sample; statistical, comparative, case study, quasi-experimental, or experimental). Finally, it discusses the type of data analysis appropriate for answering the research questions raised by the theoretical framework and model (e.g., how do you know the problem has been "solved" or addressed?).

Results. Data analysis, whether quantitative or qualitative, is intended to summarize a mass of information to answer the research questions, test the hypotheses, examine the foreshadowed problems, and explore the conjectures. The results need to be reported in sufficient detail to justify any subsequent conclusions and recommendations, which are normally reported in Chapter 5.

Discussion and Summary. This chapter in which you give meaning to the results partly by tying them to past theory, research, policy, and practice and partly by extrapolating them to future theory, research, policy, and practice. The results should be interpreted in light of the full set of results, the applicable literature, the theoretical foundation or conceptual framework used, and the limitations of the study and literature. What do the results mean and what do they not mean? What are the possible causes of the results? What are the possible consequences of the results?

After approval from your chair, candidates should submit paper or electronic copies of the dissertation proposal to all members of your committee (ask them which they prefer). For a comprehensive list of all Ed.D. forms with their respective due dates, please see the Dissertation Matriculation Timeline (Appendix B). All Ed.D. forms can also be found on the Educational Leadership Department’s website. You MUST give the members of your dissertation committee, the Department Chair and the SOE Dean at least 2 weeks to review your final dissertation draft. Failure to do so will result in the delay of scheduling of the final dissertation defense. The Graduate School’s Thesis and Dissertation Handbook Guide and the Glatthorn, (2005) text are helpful resources to writing a dissertation.
Final Dissertation Defense

The final oral dissertation defense is scheduled after the dissertation and all required coursework are complete but not earlier than one semester after admission to candidacy. In other words, you cannot defend your proposal, complete your dissertation, and schedule your final defense in the same semester. After approval from the chair and at least four weeks prior to the final defense, the student submits the dissertation to committee members for review. After the dissertation is complete except for minor revisions as may be necessary as a result of the final defense, the chair submits to the Graduate School the Request for Approval to Schedule the Doctoral Oral Examination (Appendix E), designating a request for permission for the candidate to complete the final defense. Requests should be filed at least two weeks before the date of the defense.

Upon approval of the request, the student and the dissertation committee, including a Graduate School representative, are notified of the time and place of the defense.

Be sure to submit copies of the entire dissertation to all members of your committee, including the Dean of the School of Education, at least two weeks prior to the defense date. The Ed.D. dissertation defense should be a professional polished presentation whereby the student defends the methodology used, the findings and conclusions reached. The defense is conducted by the dissertation committee and is open to the public and university community. The chair has the option to allow visitors to ask questions; however, it is the chair’s responsibility to maintain a scholarly atmosphere and keep the student’s best interest foremost. A unanimous vote of the committee is required to pass the final oral defense. After the dissertation committee has established a unanimous vote, the Dissertation Approval Form (Appendix D) must be completed and submitted to the program director.

Formatting Your Dissertation

Doctoral students in educational leadership must follow the formatting style of the American Psychological Association (APA), 6th edition. In addition, the Graduate School has some specific requirements. To obtain a copy of the Graduate School’s Thesis and Dissertation Guide, go to: www.uncfsu.edu/graduateschool/dissertation/Guidelines-Theses_%26_Dissertations.pdf. This Guide contains information about required elements, submission requirements, and deadlines. All students must make an appointment with the University’s Thesis Editor/Residency Officer as soon as possible after successfully defending their dissertation (final dissertation defense).

As you can see from this document, completing a doctoral program is very challenging and complex. You cannot rush this process. Deadlines are very firm, fixed, and necessary. So, plan ahead and allow plenty of time to complete each step.

Dissertation Editor Review

The Thesis and Dissertation Editor in The Graduate School will review all theses and dissertations to ensure they adhere to The Fayetteville State University Graduate School Guide for the Preparation and Submission of Theses and Dissertations. (This document and The Thesis
Submission of the Dissertation

The Thesis and Dissertation Editor in The Graduate School will review all theses and dissertations to ensure they adhere to The Fayetteville State University Graduate School Guide for the Preparation and Submission of Theses and Dissertations. (This document and The Thesis and Dissertation Checklist are posted on the Graduate School Website.) The Editor’s review is not a proofreading service; students and advisory committee should ensure the theses are accurate and free of errors prior to submitting them for review. After the student has made the required changes from the final defense, the student should submit one (1) copy of the dissertation on regular paper and the Dissertation Approval Form with all required signatures to The Graduate School for review by the deadline of October 30 for fall semester and March 25 for the spring semester. Once the Editor’s review is complete, the Graduate School will email the Editor’s feedback to the student and Thesis/Dissertation Advisory Committee Chair outlining the remaining steps the student must complete in order to finalize the process. The Graduate School will notify the student and the Advisory Committee Chair when the draft is approved for submission as the final document.

Once the final document is approved by The Graduate School, the student must submit four (4) unbound copies of the dissertation in final form to the Graduate School by December 1 for fall semester and April 30 for spring semester. The Graduate School will email the student instructions and links to forms required for processing of the final document. Detailed information on form, organization, and submission of the thesis is presented in the Guidelines for the Preparation and Submission of Theses and Dissertations. The Guidelines and The Dissertation Checklist are posted on The Graduate School Website. There is an $80.00 processing fee, which must be paid to the Business Office before the final submission of the thesis.

ProQuest UMI Dissertation Instructions and Forms

After receiving final dissertation confirmation from the Graduate School, complete the Pro-Quest form, a copy of which can be found under the “Forms” tab on The Graduate School website at http://www.uncfsu.edu/documents/graduateschool/Dissertation_and_Thesis_UMI_Form_and_Instructions_for_Submission.pdf. This form includes two pages of codes that are used to identify the
nature of the dissertation. The proper code or codes must be identified and inserted as stipulated. All information must be typed and signed for release (see page 4). Please Note:Unsigned forms will cause additional processing delays.

A fee of $180 for “Traditional” Dissertation processing is to be paid at the cashier’s office. Inform the cashier that the fee should be deposited into account 2539-50103-25890-A101. The cashier will provide you with a receipt. Please contact The Graduate School for assistance if you wish to request additional services (i.e., copyright, open access). Additional charges will be incurred for requests for additional services. As a convenience, you may pay your processing fee via telephone with a credit card by calling the cashiers office at 910.672.2606. If you pay by telephone, please provide The Graduate School with the receipt code/number you are given at time of payment.

Four original copies of the dissertation manuscript (unbound and with original signatures on all title pages) should be sent to:

Fayetteville State University
The Graduate School
Continuing Education, Suite 102
Attention: Ms. Deborah Keller,
1200 Murchison Road, Fayetteville, NC 28301

Four (4) original manuscripts should be prepared and each manuscript should be placed in four (4) separate large manila envelopes. The completed Pro-Quest form should be placed in one of the prepared envelopes with a copy of the receipt from the cashier’s office attached to the outside of the envelope. On the outside of each envelope the following information should be printed: Your name, Department, Degree, and type of document (i.e., Dissertation).

Processing of your dissertation manuscript can take three to six months to complete. When your manuscript has been bound and delivered back to us, you will be contacted by telephone and/or email. (Please make sure you update your contact information in banner and inform us of any changes.) The four bound copies are distributed to:
- The FSU Library
- The Educational Department
- The Dean of the Graduate School
- The Student

Your student transcript and records will be available to you as soon as the Office of the Dean of The Graduate School has approved your final draft and received the four approved unbound copies.

How to Prepare For Your Dissertation Defense

What to Wear. For men: suit and tie. For women: conservative business attire, something which you would wear to a business or a public board meeting. Keep jewelry to a minimum. Be conservative.
What you are expected to do?

1. Make arrangements for any AV equipment you will require for overhead transparencies or power point with the SOE support staff or bring your own;
2. Arrange for the room and make sure it is available (no conflicts);
3. Check with the program assistant regarding all the necessary paper work which should be completed, including the paper work which should be present at the defense;
4. Make sure you have at least four copies of your signed dissertation title page in the proper university format for signature of the committee. Be sure it is on bond paper and is in line with all university requirements. This will avoid having to run a sheet around at a later time if one becomes lost. Some members may have planned trips and you may not be able to contact them later. Bring a black, fairly thick pen with you;
5. Show up a minimum of 45 minutes prior to your defense to check out the room, set up your equipment, be sure the paperwork is completed, and be ready to go at the designated time. It really helps to have hard copies of your power points for each member of the committee.

Optional Items

1. While your final oral dissertation defense is an open meeting to which the public and faculty and graduate students are invited, it is normal that there are very few such persons in attendance. Remember, it is not a public meeting. It is a dissertation defense to which the public is invited. The purpose is not to entertain guests.
2. You may wish to invite members of your family to attend the defense. You should carefully consider the implications. First, this is an academic meeting. The technical language may not be understood by them and there will be no time for translation. If there comes a point where you are stumped for a response, it may be personally embarrassing for you in front of your family. There is nothing the committee can do about this.

About The Presentation of Your Study

1. In general the presentation of your study should take approximately 30-45 minutes using your power point.
2. Remember, your committee has already approved of your proposal and have read the dissertation. Take about five minutes to give an overview of the study, what you did, your methods and key assumptions and limitations. Spend most of your time presenting the results and implications of your study.
3. **DO NOT COME** to your dissertation defense without rehearsing your presentation. Do not “wing it” no matter how confident you may think you are. Practicing means actually going through your slides and timing yourself. Do it several times until you feel confident and your presentation is fairly smooth. Do not read your study. You are presenting it! Use the power point as “prompts” or “cues”. They are simply “talking points.”
4. **ANTICIPATE** the kinds of questions you are most likely to receive from the committee. Rehearse answering them, concisely and completely. Concentrate on where your study
may be considered “less strong.” Remember, all studies have both strengths and weaknesses. Of special importance is that if your dissertation was quantitative, you are able to explain every term and interpret accurately every statistical table/exhibit in your study. If you are unsure, do your homework!

How to Handle Questions and Interactions during the Defense

1. It is important that you appear relaxed even though you must be on your toes and concentrate on the proceedings. Your confidence will be related to the extent you are well prepared and rehearsed.

2. **FIRST**, as questions come, **DO NOT INTERRUPT** the questioner. Be sure that you let the questioner completely finish before attempting a response. Be sure you actually understand the question. If you do not, there is no harm in asking the person to repeat the question so you can hear it again. This is much preferable over answering a question which was not asked.

3. **SECONDDLY**, give a complete answer. Again, wait for the entire question to be asked before you respond.

4. Your chair will keep a running list of possible revisions which appear to be in order as the defense continues. Do not ask the committee or a member how he or she “wants” the revision to go, unless they indicate to you what or how they wish it to be revised. That will be up to your chair to determine after the defense.

5. Expect close questioning! That means that some members may press you fairly hard on a specific point. If you have prepared well, this should not be a problem. Remember, it is your study. No one on the committee should know it better than you know it. You are the one who has crunched all the data and know all the ins and outs of your study. On close questioning, it helps for you to repeat the question, parsing it out into parts if it is complicated and responding to each one. There is no reason for you to feel defensive in this process. All you are trying to do is to come to grips with the question which may have more than one part and more than one answer.

6. The normal procedure is for the chair to ask the members if they have questions and to proceed around the committee, allowing each member to ask their questions. Sometimes if a member has a lot of questions, the chair will move around the group so that a member does not monopolize all the time. Other qualified participants, for example deans, will be allowed to ask questions.

Protocols

1. When there are no more questions from members of your committee, you will be asked to step out of the room. This is for the purpose of allowing the members to freely discuss among themselves if they have any reservations or were satisfied with your responses. If not, you may be asked to step back into the room to answer additional questions. Normally, this does not occur. However, you should be prepared.

2. When you are out of the room do not wander off, but stay fairly close to the defense room. You may wish to use the restroom or get a drink of water. The usual amount of time that transpires at this point is 10-20 minutes. Then you will be asked to return to the defense room and receive word of your progress.
3. If you successfully “pass” your defense, your chair will sit with you and review the revisions which will be required after the other members have left. It is unusual if there is a defense for which changes are not required, so expect revisions. They can range from correction of typos to additions and deletions of larger passages of text, or in some cases re-analysis of data. In most cases, your committee will empower your chair to work out the revisions with you. In some cases, however, they may want to see the corrected or changed passages. Therefore, plan on some passage of time for this to occur. If you are backed up closely to the time when your dissertation is due to the graduate school, this may cause a problem. Please plan ahead.

4. Once again, if you successfully pass, all will sign the forms and the dissertation title page.

5. You are expected to pack up any AV equipment which you used for your defense and return it if borrowed and to tidy the room before leaving. Leave at least an hour after your defense for the meeting with your chair, the paperwork, and returning the AV equipment.

Graduation

Graduation is a joyous and momentous affair, with much pomp and circumstance. An Application for Graduation (Appendix F) must be completed the semester prior to the expected graduation date. All dissertations must be completed, requiring no additional edits, prior to candidates participating in graduation. Attendance at the ceremony is required. Academic regalia (caps and gowns) can be rented or purchased through the bookstore. Candidates must purchase the hoods.

Graduation Requirements

For the completion of a graduate degree program, an overall grade point average of 3.0 or higher is required for graduation. To calculate the average, all grades except “S” and “U” will be counted in all courses that are attempted. All courses in the student’s approved program of study must be completed. Students must be enrolled at Fayetteville State University during the semester during which they graduate. For students in the Doctoral Degree Program, courses cannot be older than eight (8) years at the time of graduation. To request an extension beyond the required time limits, the student must write a letter to the Dean of the Graduate School explaining the reasons for the need for an extension, including documentation of mitigating circumstances. The student’s department chair and school/college dean must also write a letter in support of the student’s request. The Dean of The Graduate School will submit the request to the Academic Policy Committee of the Graduate Council. The Dean of The Graduate School then will submit the Committee’s recommendation to the full Graduate Council for a decision. Students must apply for graduation the semester prior to the semester they plan to graduate and must pay the required graduation fee. Students cannot graduate with an I, IP, U, more than two (2) “C” grades, or an “F” grade on their transcripts; all requirements to remove these grades must be met before graduation.
Academic Integrity Policy

Acts of dishonesty in any work constitute academic misconduct and will not be tolerated by the university. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Actions outlined in the Fayetteville State University Student Handbook under “Disciplinary System and Procedures” will be followed for incidents of academic misconduct. Possible penalties include automatic failure in a course to expulsion from the university. The Student Handbook is available online at http://www.uncfsu.edu/handbook/.

Academic dishonesty is the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another on any work which is to be considered in the determination of a grade or the completion of academic requirements. It is expected that all members of the University community will work to actively deter academic misconduct and thus will share in the responsibility and authority to challenge and make known to the appropriate authority acts of apparent academic dishonesty. A student is guilty of a violation of the Academic Integrity Policy if he or she engages in any of the following act(s) of:

Facilitating Academic Dishonesty. Such conduct includes, but is not limited to, giving unauthorized assistance to another in order to assist that person in cheating or plagiarizing.

Attempt. Such conduct shall include, but not be limited to, attempting any act that if completed would constitute a violation as defined herein.

Cheating. Such conduct includes, but is not limited to, a student receiving unauthorized aid or assistance on any form of academic work.

Falsification. Such conduct shall include, but not be limited to, the unauthorized changing of grades or conduct involving any untruth, either spoken or written regarding any circumstances related to academic work.

Plagiarism. Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one’s own original work. See the Fayetteville State University Code of Student Conduct for more information on

Class Attendance Policy

Students are expected to attend class regularly and punctually and are responsible for completing all assignments, including those missed due to absences, regardless of the reasons for the absences. Each instructor determines the attendance regulations for his or her classes. Whenever possible, students are expected to seek the permission of the instructor prior to absences.
Continuous Enrollment Requirements

Students enrolled in any graduate program must maintain satisfactory progress toward the degree. Students must maintain a 3.0 grade point average in all graduate courses. Students are expected to achieve a satisfactory grade (“A” or “B”) in all course work attempted for graduate credit. Students who receive three (3) “C” grades or one (1) “F” or “U” grade in any course(s) will be withdrawn from the University. When special circumstances warrant, students may appeal withdrawal by petitioning the Graduate Council. The student should seek the support of the department chair and dean of the school or college, and the support should be forwarded to The Graduate School Dean along with the appeal petition. The petition will be forwarded to the Admissions Committee and to the Graduate Council for a decision.

Students who do not enroll during a fall or spring semester without having been granted a leave of absence by the Dean of The Graduate School do not meet the continuous enrollment requirement and will be terminated from their program. Students who wish to re-enroll will be required to reapply for admission and pay the non-refundable $35 application fee. They will be required to meet new catalog and program requirements in effect at the time of return.

Grading

The following final grades are assigned to indicate the quality of students’ academic performance:
A – Superior
B – Good
C – Marginal (acceptable for graduate credit)
F – Failure (any level of performance below “C”)
S – Satisfactory (reported only for dissertations, theses, directed studies, internships, and practica)
U – Unsatisfactory (reported only for dissertations, theses, directed study, internships, and practica)

Only grades of “S,” satisfactory, or “U,” unsatisfactory, are reported as final grades on dissertations, theses, directed studies, internships, and practica.

The University calculates the grade point average using all grades except “S” and “U.”

Other Grades

I – Incomplete
IP – In Progress (dissertation, thesis, directed studies only)
W – Withdrawal from class
WU – Withdrawal from University
AU – Auditing (no credit)

Note that graduate students cannot earn “D” grades in any courses regardless of the course number.
Incomplete Grades

A grade of “I” is assigned when students have maintained a passing average but for reasons beyond their control have not completed some specific course requirement(s), such as a report, field experience, experiment, or final examination. The “I” grade must be removed within one year, or it is converted to a grade of “F.” It is the student’s responsibility to resolve the “I” grade before the deadline set forth in the Graduate School Schedule of Events and Deadlines for removing incompletes. Students should complete the requirements in ample time for faculty to conduct the necessary evaluation. In the case of a thesis, dissertation, or directed study in progress, a grade of “IP” (in progress) will be recorded each semester of registration for credit until completion of the thesis, dissertation, or directed study, at which time a final grade of “S” (satisfactory) or “U” (unsatisfactory) will be assigned. The “IP” grade requires continuous enrollment, excluding summer sessions, or it is converted to a grade of “U.” The deadline for students graduating in December to remove incomplete grades is usually during the first week of December. The deadline for students graduating in May to remove incomplete grades is late in April early May for students not graduating in May.

Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. Any change must be approved by the instructor, department chair, dean of the school or college, the Dean of The Graduate School, and the Provost and Vice Chancellor for Academic Affairs. Students wishing to appeal a final grade must follow the grade appeal process outlined below.

Grade Appeal

If a student thinks that a final grade is inaccurate, he/she may appeal the grade. The student must initiate the formal grade appeal process no later than the last day of the next semester (fall or spring) after the contested grade was received. Grade appeals submitted after this deadline will not be considered. The student should consult first with the faculty member who awarded the grade. The University expects the majority of grade appeals to be resolved by the student and instructor. If the student’s concerns are not resolved in this manner, however, the student may initiate a formal grade appeal. To initiate a formal grade appeal, the student must submit a written explanation to the instructor of why he or she believes the grade is inaccurate. The letter must include copies of graded assignments and any other documentation as appropriate. The student should indicate in the written appeal if the instructor has not returned graded assignments. The student must recognize that he/she bears the burden of proof in the grade appeal process and that it is very unlikely that an appeal will be successful without appropriate documentation. The instructor will respond in writing to the student’s appeal. If the instructor’s response does not resolve the student’s concerns, the student may submit the appeal to the instructor’s department chair, then to the dean of the school or college, and finally to the Dean of The Graduate School until the student’s concerns are resolved or the original grade is upheld. The grade will be considered at each administrative level only after it has been reviewed by the instructor and by the administrator at each previous level. The department chair will respond to the grade appeal either by upholding the original grade or working with the faculty member to
propose a means of re-evaluating the student’s final grade. If the student’s concerns are not resolved by the department chair and faculty member, the dean will work with the department chair to propose a means of re-evaluating the student’s final grade.

If the student’s concerns are not resolved by the department chair and dean, the student may submit the written appeal to the Dean of The Graduate School, who will forward it to the Student Affairs and Academic Appeals Committee of the Graduate Council. The Student Affairs and Academic Appeals Committee will recommend to the Graduate Council that the original grade be upheld or it will recommend a new grade. The recommendation of the Graduate Council will be forwarded to the Provost and Vice Chancellor for Academic Affairs. If a grade change is approved, the change will be forwarded to the Registrar with a copy to the faculty member for notation on the student’s record. A complete record of the grade appeal process will be placed in the student’s permanent file. The decision of the Provost and Vice Chancellor for Academic Affairs regarding a grade appeal is final and may not be appealed further.

**Grade Appeal Timeline**

Students must initiate the formal grade appeal process no later than the last day of the next semester (fall or spring) after the contested grade was received. Grade appeals submitted after this deadline will not be considered. Faculty members, department chairs, and deans must reply to written grade appeals within 15 business days of receipt of the appeal. Failure to reply by this deadline is equivalent to a rejection of the appeal. Students wishing to appeal the rejection of a grade appeal to the next administrative level must do so within 15 business days of notification of the rejection of the appeal or the expiration of the 15-day period. Failure to appeal within the 15-day period is equivalent to dropping the appeal. The Student Affairs and Academic Appeals Committee will make a recommendation to The Graduate School within twenty (20) business days of receiving the appeal request from the Dean of The Graduate School. Students who initiate a formal grade appeal in the same semester that they plan to graduate should be aware that the grade appeal very likely will NOT be resolved in time for graduation clearance.

**Leave of Absence**

A student in good academic standing who must interrupt his or her graduate program for good reasons may request a leave of absence from graduate study for a definite period not to exceed one year. The request must be made in writing and should be made at least one month prior to the beginning of the semester the student plans to take the leave of absence. Upon the approval of the student’s department chair/program director, dean of the school or college, and the Dean of The Graduate School the student will not be required to register during the leave of absence. The time that a student spends on an approved leave of absence will be included in the time allowed to complete the degree (i.e., six years for the master’s degree and eight years for the doctoral degree.)

**Withdrawal from the University**

Students who voluntarily leave the University before the close of the semester must withdraw officially from the University. Students must initiate the process by going to the Center for
Personal Development and obtaining appropriate signatures. The withdrawal form must be taken to the Registrar’s Office to complete the process. Students who leave the University before the close of the semester without officially withdrawing will receive a failing grade for each course in which they are enrolled. Graduate students receiving a failing grade are automatically terminated from the University and must appeal for reinstatement. The deadlines for withdrawing from the university are in November for fall semester and April for spring semester. http://www.uncfsu.edu/studentaffairs/CFPD/withdrawals

Before deciding to withdraw from the university, students should consult with their advisor to discuss the reasons for the withdrawal and their plans for continuing their education. Students who wish to withdraw from all classes must complete the official university withdrawal process, which is initiated in the Center for Personal Development located in the Spaulding Building, Room 155. The appropriate steps in the withdrawal process are as follows:

1. Upon entering the Center for Personal Development, the student will be asked to have a conference with a counselor to discuss the reasons for the possible withdrawal. If unable to resolve the problems, the counselor will ask the student to complete the top portion of the withdrawal form.

2. A representative of the Center for Personal Development will contact the Office of Financial Aid to determine if the student is a financial aid loan recipient and if he or she has had a Federal Perkins Loan. Based on the student’s status, the following actions will be taken: If the Financial Aid Office advises that the student does not have financial aid, he or she is directed to the Dean of The Graduate School’s office. The Personal Development staff member will indicate on the withdrawal form the name of the Financial Aid staff member with whom he or she spoke.

3. If the Financial Aid representative indicates that the student has received any loans through our institution or previous institutions, but no Federal Perkins Loan funds, the student will be directed to a Financial Aid counselor for processing. Once the student has completed all financial requirements, he or she will then be directed to the Dean of The Graduate School. If the Financial Aid representative indicates that the student has a Federal Perkins Loan, the student will be directed to the Federal Perkins area within the Business and Finance office. Once the appropriate Federal Perkins Loan documents are completed, a Federal Perkins Loan staff member will sign the withdrawal form and the student will then be directed to the Financial Aid office to complete the final exit form.

4. Once completed, a Financial Aid counselor will direct the student to the Dean of The Graduate School. The student is responsible for securing the Dean of The Graduate School or designee's signature and submitting the completed withdrawal form to the University Registrar's office for final processing.

5. The official date of the student's withdrawal from the university is based on the date when the Registrar approves the form. Upon receiving the withdrawal form from the Registrar's office, the Business Office will make the appropriate adjustment to the
student's account and notify the student of any remaining balance or refund of tuition and fees paid.

6. When extreme emergencies prevent a student from completing the withdrawal process in person, he or she must call the Center for Personal Development at 910-672-1203 within two working days of his or her departure from the university, and request special permission to process the withdrawal by mail. The appropriate forms must be returned within one week from the date they are mailed to the student. The student will be required to submit a written justification along with the forms before he/she will be accepted by the university. All correspondence must be directed to the Center for Personal Development.

7. When extreme emergencies prevent a student from completing the withdrawal before the published deadline, the student must make the request for withdrawal from the university, in writing, to the Dean of The Graduate School. This request must include documentation of the circumstances that prevented the student from completing the process according to published deadlines. Such requests must be made by the end of the next regular semester after the semester for which the university withdrawal is requested.

The university will not make any refund of tuition/fees or room and board charges until four (4) weeks after the student completes the official withdrawal process. All refunds will be made by check. After the end of the official withdrawal period (November 14, 2012 for fall semester and April 19, 2013 for spring semester), adjustments can be granted only if exceptional circumstances are documented. Also within the official withdrawal period, students may request an increased withdrawal adjustment if exceptional circumstances are documented. These requests must be submitted with the appropriate documentation to the Vice Chancellor for Business and Finance. After an administrative review, the university will notify the student of its decision. A student is not officially withdrawn from the university unless and until he/she has completed the withdrawal process. The official withdrawal date is the date the Registrar approves the form. (See “Expenses” section of the catalog for information about financial adjustment.)

Written Complaint Procedure

At Fayetteville State University, we recognize our students as the primary customers for all of the services that we offer, from classroom instruction to personal counseling to computer labs. When students wish to register complaints, they should be submitted as outlined below.

As a first step, students are encouraged to discuss their complaints directly with the person responsible for the area or problem. If the issue is not or cannot be addressed through discussion with the responsible person; and if there are no methods prescribed for appeal in the applicable area in the University Catalog, Student Handbook, or other official University documents, then the issue should be outlined in writing and submitted to the following offices in the order indicated:

1. Academic Complaints:
2. Non-Academic Complaints:
   Department or Office Director
   Vice Chancellor of the Division to which the Department or Office reports

Each office listed above will respond to the student within 10 working days of receipt of the written suggestion or complaint. If the issue is not satisfactorily resolved at the first level, the student should submit his/her request to the next highest level. If the issue remains unresolved at the highest level indicated above, the student(s) should appeal to the Office of the Chancellor. Student complaint form may be found on The Graduate School website, or click here.

University Policies and Procedures

Accommodations for Students with Disabilities

Students who require accommodations for identified physical or learning disabilities need to contact the instructor at the beginning of the semester, preferably within 24 hours of the first session. The Office of Disability Services for Students (DSS) will assist in certifying the disability and structuring the particular accommodations for courses.

Alcohol/Drug Policy

Alcoholic beverages and drugs are strictly prohibited on the campus of Fayetteville State University. This includes the possession, sale, distribution, and consumption of any alcoholic beverages and illegal drugs.

Anti-Discrimination Policy

With respect to equal employment and educational opportunity, it is the policy of Fayetteville State University and the School of Education not to discriminate on the basis of age, sex, race, color, national origin, religion, disability, or sexual orientation.

Electronic Mail (E-Mail)

Policy Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU email
account. Each student is responsible for checking his/her FSU email regularly, maintaining communication with the University, and keeping a current address, including ZIP code and telephone number on file with the Office of the Registrar at all times.

**Library Resources**

The Charles W. Chestnutt Library has computers on each floor for student’s use. You can search the databases of any of the 16-UNC System libraries using the library’s computers. If you need a small study area for a short period of time, check with the library staff for availability. You will need a student I.D. card to check out books.

• Find electronic journals and articles quickly using the new E-JournalFinder: the library’s new E-Journal Finder will help you locate electronic versions of journals and articles. Go to: [http://library.uncfsu.edu/journal-finder](http://library.uncfsu.edu/journal-finder).

• Reference Service: Need help using the library or its resources? Here are ways to contact a librarian for assistance: Phone: (910) 672-123; Fax: (910) 672-1746; email: [http://library.uncfsu.edu/index.htm](http://library.uncfsu.edu/index.htm).

**Research Advice**

The Internet is a wonderful tool and electronic search engines make doing a literature review easier than ever. However, some journal articles are NOT indexed or are imperfectly indexed in search engines, so there is no substitute for old fashioned legwork when doing your literature review. Find the top journals in your field, go to the library, and manually review the last decade of articles in each journal. You will be surprised and amazed at what you find! See your advisor for a list of recommended journals. Also, go through published literature reviews such as the Review of Research in Education and the Review of Educational Research.

**Sexual Harassment**

Policy Sexual harassment by any member of the university is a violation of law, university policy, and professional ethics. The university does not condone either sexual harassment or false charges of sexual harassment. It is the policy of the university to provide procedures to deal fairly with complaints of sexual harassment and to protect the rights of both the persons making complaint of sexual harassment and the person accused. Students who believe themselves to be victims of sexual harassment, or who are unsure of whether sexual harassment has occurred, or who need clarification concerning the university’s procedure for handling sexual harassment, should consult a University Sexual Harassment Mediator. A list of mediators and the procedures are available from the University Attorney, Office of the Chancellor.

**Sexual Offenses Policy**

Sexual offenses are a violation of the university’s mission of education. Sexual offenses and concern about potential offenses obstruct the working and learning processes that are valued and desired in the university environment. No form of sexual offense will be tolerated or condoned at
Fayetteville State University. This policy thus prohibits not only those acts commonly understood to constitute sexual assault, but all attempts to coerce sexual activity as well.

Commonly Asked Questions about the Ed.D. Program

1. Can I transfer credits from another university into my program?

**Answer:** The doctoral program allows for six (6) hours of transfer credit; however, these six hours may not be in the core coursework. The remaining hours must be earned in residence. Only courses that counted toward a degree at a regionally accredited institution will be considered for transfer credit. Correspondence courses at any institution will not be accepted.

2. How do I form my doctoral committee, who is eligible to serve, and who is my chair?

**Answer:** It is up to the student to staff his or her own doctoral committee. You do this by asking faculty if they would serve on your committee. Remember, faculty are not obligated to accept. The person you invited may already have a full load of doctoral advisees and may be waiting for some students to complete their work before accepting any further students. The minimum number on your committee is three, including the chair. Your chair must be a tenured or tenured-track professor in the School of Education and must be from the Educational Leadership Department and have Full Graduate Faculty status. Clinical faculty may serve as members of your committee. You may also have a distinguished practitioner on your committee, but that individual must be approved by the educational leadership faculty, and receive a special appointment to the Graduate Faculty. Your total committee must be approved by the deans of the SOE and Graduate School or designee before your proposal defense.

3. What is the sequence to taking doctoral level courses?

**Answer:** Please see Required Sequencing of Ed.D. coursework for program matriculation.

4. How much time do I have to complete all of my doctoral studies including the dissertation?

**Answer:** Ed.D. students have **eight years** to complete all degree requirements (coursework, internship, comprehensive examination and dissertation). A one-year leave of absence may be granted during your studies and a one year extension may be requested. There must be “compelling reasons or circumstances” for the program and the Graduate School to grant either request.

5. What is the nature of the written comprehensive exam?

**Answer:** You may take the written comprehensive exam after 54 semester hours of your coursework has been completed. The nature of the exam is determined by the student and faculty. **Please Note:** Before signing up to take Comprehensive Exams, students must check their POS and Grade Summary Report to ascertain that they have completed all of their coursework.
6. What if I don’t follow the cohort model or the courses as outlined?

*Answer:* To maintain enrollment in the Ed.D. program, you are required to follow the cohort model of three 3-semester hour courses per semester, unless otherwise indicated. Not following this model will result in the student being terminated from the program and applying for re-admission in the program. Re-admission is not guaranteed.
References


Appendix A. Admission to Candidacy Form
http://www.uncfsu.edu/documents/graduateschool/forms/Admission%20to%20Candidacy%20for%20Graduate%20Degree%20Ed%20Program.pdf

Appendix B. Dissertation Matriculation Timeline
Dissertation Timeline

Appendix C. Dissertation Advisory Committee Membership Form

Appendix D. Dissertation Proposal Approval Form

Appendix E. Dissertation Oral Defense Scheduling Form

Appendix F. Application for Graduation

Appendix G. Student Complaint Form

Appendix H. The Graduate School Schedule of Events and Deadlines