



FLORIDA STATE UNIVERSITY  
COLLEGE OF EDUCATION

# Education Policy and Evaluation

## Ph.D. Program

# Student Handbook

*A guide to doctoral requirements for students in  
Education Policy and Evaluation within the Department  
of Educational Leadership and Policy Studies at  
Florida State University*

# 2018-19

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The policies identified in this document are to be construed in light of existing University policies and with deference to the requirements imposed on graduate education by the University, the Board of Trustees of Florida State University, and the Governing Board of the State University System of Florida. The information outlined is subject to change and students should be alert to announced revisions required by the faculty of the program, the department, College and University.

**Doctoral Student Handbook**

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## **Mission**

The Educational Leadership and Policy Program aspires to be a world leader in the promotion of social progress and educational advancement through cutting-edge research, both pure and applied, and challenging graduate-level instruction which addresses questions of educational policy as they affect our communities at the local, state, national and international levels. We value a culture of academic freedom, intellectual curiosity, open communication, and academic rigor as well as the institutional supports necessary to sustain such a culture.

## **Doctoral Degree Program**

The Ph.D. in Educational Leadership and Policy is designed for individuals who seek preparation for positions in research, policy development and analysis, university or college teaching, and/or administration. The degree program includes a broad curriculum, encompassing the departmental core of courses, an interdisciplinary component, a research component, and a major area related to one of four emphases: Educational Leadership and Administration (EDA), Education Policy and Evaluation (EPE), International and Multicultural Education (IME), and History and Philosophy of Education (HAPE). All enrolled online Ed.D. students will complete their degree as part of the Educational Leadership and Administration (EDA) program.

## **Application**

If a prospective student aspires to join our intellectual community, the following materials need to be submitted with the online application available through the Office of Graduate Admissions (<https://admissions.fsu.edu/gradapp/>):

- Letter of Intent
- GRE scores (verbal, quantitative, writing)
- If an international student, a TOEFL score
- Undergraduate and graduate (if applicable) transcripts.
- Three letters of recommendation, two of which must be academic references
- Writing Sample (e.g. a paper submitted for coursework or a technical report)

## **Admission**

Admission is governed by requirements stated in the “Admissions” chapter of the *Graduate Bulletin*, and by standards adopted by the program. It is expected that successful applicants will possess a Master’s degree from an accredited institution with a 3.5 GPA on a four-point scale (or equivalent). In exceptional circumstances, the requirement for a Master’s degree may be waived provided the applicant maintained a 3.0 in the last 60 hours of undergraduate work and can document relevant professional experience.

In addition to the grade point average requirement, successful applicants typically present competitive GRE scores. All GRE scores must be within a recent five-year period. For international students, a TOEFL score of 550 or better is required in addition to the GRE scores.

Please note that the doctoral program is highly selective and enrollment is limited on a yearly basis. Meeting minimum requirements is no guarantee of admission. Other factors that are central to the admissions decision include, but are not limited to, leadership, policy and/or international experience in education or related areas, high motivation to achieve personal and professional goals consistent with the program's mission, and outstanding written and oral communication skills. The admissions process is intended to establish a culturally diverse learning community that will promote a culture of critical inquiry and encourage educational transformation and change.

### ***Financial Assistance***

#### *Assistantships and Fellowships*

A limited number of graduate assistantships are available to qualified doctoral students who enroll full-time. Graduate assistants are expected to contribute their time and energy to research, teaching or service projects associated with the Department, affiliated centers, individual faculty grant projects, or external agencies.

Additionally, highly selective doctoral fellowships and scholarships are available within the College of Education and the University. Consult the *General Bulletin - Graduate Edition* for information on University scholarships, fellowships, and assistantships. Go to the following website for additional information on University fellowships and scholarships:

<http://www.gradstudies.fsu.edu/Funding-Awards>

Go to the following website for additional information on College of Education scholarships:

<http://education.fsu.edu/student-resources/scholarships-and-aid>

Florida State University requires graduate students to be enrolled full-time to qualify for assistantships or fellowships. A graduate assistant with a one quarter-time (ten hours or more) per week assistantship must carry a minimum of nine credit hours to qualify as full-time.

Graduate students financing their education through loan programs should note that most lenders require students to verify that they are carrying a full-time credit load.

#### *Tuition Waivers*

Full or partial tuition waivers are often available with qualifying graduate assistantships. These waivers are awarded on a semester-by-semester basis and may vary depending on the funding source of the assistantship. Tuition waiver coverage for any student shall be **limited to a five-year eligibility period**. This period will begin from the point of first appointment as a graduate assistant. Exceptions to this rule may be considered by the ELPS Department Advisory Committee by submission of a statement of appeal from the student and the student's major professor. The student's annual review may substitute for the major professor's statement.

Questions about tuition waivers and deadlines for registration and waiver applications should be directed to Jimmy Pastrano, the Department's tuition waiver coordinator, in the Educational Leadership and Policy Studies suite – Stone 1209 (644-6777).

### *Establishing Florida Residency*

Students who relocate to Florida to conduct graduate studies at Florida State University may wish to declare Florida residency to qualify for much lower in-state tuition rates. One year after moving to Florida, new residents, including those participating in the Academic Common Market scheme (see below), must complete the [Residency Classification Form](#) and submit it to the Graduate Office of Admissions prior to the beginning of the semester for which in-state tuition rates are desired. International students are encouraged to contact the [FSU International Center](#) to learn whether they might qualify for in-state tuition rates.

In order to establish evidence that the residency adjustment request is not being made for the sole purpose of obtaining in-state tuition rates, new Florida residents will need to provide evidence of non-scholastic ties to the state of Florida. Such evidence includes, but is not limited to, obtaining a Florida driver's license, obtaining Florida vehicle registration, becoming registered to vote in Florida, owning property in Florida, employment in Florida, and so forth.

Students who have obtained a graduate assistantship are strongly encouraged to begin the process of establishing residency as soon as possible. After one year of retaining a graduate assistant position, only in-state tuition waivers can be issued to students hoping to continue working as graduate assistants. International students are exempt from this policy due to their ineligibility to obtain residency. For more information regarding how to begin the process of securing Florida residency, please visit the following link: <http://admissions.fsu.edu/residency/>

### **Annual Reviews**

Each year the student's temporary advisor or major professor will assess the progress of the student in writing and the department will provide their assessment to the student, the department chair, and the academic dean.

## Academic Advisor

Upon admission, the student will be assigned a temporary academic advisor to assist them in developing an initial program of study and counsel them on degree requirements. This role will ultimately be assumed by the major professor. A checklist of key program milestones as well as professional development activities is provided in Appendix A. The program of study form is available on the College of Education's Office of Academic Services & Intern Support – Graduate Support website <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>.

## Diagnostic Examination

Every student who has been admitted to work toward a doctoral degree within the department must, during the sixth week of the second semester after admission (or, for part-time students, after the completion of three courses), complete a departmentally administered diagnostic examination. This examination will be designed to appraise the student's ability to pursue the doctoral degree in the field.

It is the student's responsibility to register for the diagnostic exam for 0 credit hours during the semester for which they will take the test.

### **A. Content & Format**

This exam consists of reading an article selected by faculty in the major and responding to a series of questions in a eight-hour take-home exam accessed and managed through Blackboard and submitted to *TurnItIn* via Blackboard.

The diagnostic exam comprises of two parts. The first part focuses on article critique and the second part is an in-depth discussion of students' research interests. The students are required to address all the questions outlined under part 1 and part 2 below.

Students are required to attempt and complete part 1 of this exam during the 8 hours on the assigned date in the 6<sup>th</sup> week of the semester. This part of the exam is meant to evaluate students' ability to critically engage with published research.

Part 2 of the exam focuses on research interests of the students and is meant to facilitate students to develop a research-oriented approach to educational issues. Students are expected to develop this part of the exam in advance. They will, however, submit part 2 of the exam along with part 1.

### **Part 1: Article Critique** (no more than 6 pages in total; double-spaced and 12 font)

1. Briefly summarize the main argument, methods of data gathering, data analysis, principal findings, and conclusions of the article (no more than 2 pages)
2. Provide an in-depth and critical discussion of the following (no more than 4 pages)
  - a. Discuss overall contribution(s) of this study (1/2 page)

- b. Discuss the most salient limitations identified in this article. In addition, describe any limitations of the design of the study and/or any issues related to the validity or reliability of the study. (1 ½ pages)
- c. Discuss some possible alternative explanations or interpretations of the data or findings. (1 page)
- d. Discuss an alternative approach to studying the principal phenomenon under investigation in this study. (1 page)
  - i. Are there alternative explanations or interpretations of the data?
  - ii. Briefly describe an alternative approach to studying the principal phenomenon under investigation in this study.

**Part 2: Research Interests** (no more than 3 pages in total; double-spaced and 12 font)

1. Drawing on your courses and other literature, what problems in education are you interested in studying? (1/2 page)
2. What research questions can you come up with to examine that problem? (1/2 page)
3. What conceptual/theoretical frameworks would you like to draw on to conceptualize and respond to those research questions? (1 page)
4. What methods and data might be a good fit to answer these research questions? (1 page)

**B. Evaluation**

1. The diagnostic exam will be held in the 6<sup>th</sup> week of the semester.
2. Students will have 8 hours to complete part 1 of the exam.
3. Students are expected to have completed part 2 of the exam in advance and submit it along with part 1.
4. The ELP exam committee will grade the diagnostic exam of all the ELP students. The exam committee will share student responses and exam results with her/his major advisor.
5. Students will either receive a *pass* (passing both parts of the exam) or *conditional continuance* (failing either or both parts of the exam) on their first attempt of the exam.
6. If students receive conditional continuance, they will have 4 weeks to rewrite their exam using the feedback provided by the exam committee.
7. Students will receive a *pass* or *conditional continuance* on their second attempt.
8. Students who pass the exam are required to meet with their major advisor and an additional faculty member, who should be selected in collaboration with the major advisor, by the 12<sup>th</sup> week of the semester. The student will officially pass the diagnostic exam only after the major advisor and the faculty member have signed off on their program of study.
9. Students who receive conditional continuance on their second attempt are required to work with their major advisor to develop strategies to improve their research, conceptual, methodological skills, and/or linguistic capabilities to succeed in graduate school.

10. Students who receive conditional continuance on their second attempt will retake their diagnostic exam in full in the following spring (or a year from their first attempt).
11. The students will receive either a *pass* or *fail* on their third attempt. If students receive a failing grade, they will not be able to continue in the program.

### **C. Process**

1. *Timing*: All students are required to take the diagnostic exams during the sixth week of classes in the second semester after admission or after the student has completed 3 courses for those who attend part-time.
2. The ELP Exam committee will evaluate and grade the diagnostic exam.
3. Students who pass the exam are required to meet with their major advisor and an additional faculty member, who should be selected in collaboration with the major advisor, by the 12<sup>th</sup> week of the semester. The student will officially pass the diagnostic exam only after the major advisor and the faculty member have signed off on their program of study.

### **Course Requirements**

The Educational Leadership and Policy program of study leading to the Ph.D. degree consists of ninety-six (96) credit hours, of which twenty-four (24) are required dissertation hours. Of the remaining seventy-two (72) credit hours, twenty-seven (27) are ELP core requirements. Each major has additional required courses that students also need to consult when deciding on a program of study (see below). A course requirements worksheet can be found in Appendix C.

#### *Core*

The three core courses (nine credits) required as a platform for advanced study are:

- EDF 5641 Introduction to Policy Studies in Education (3 credits)
- EDF 5652 Policy Development in Education (3)
- EDA 6101 Organizational Theory (3)

#### *Discipline*

In addition to the core courses, students are expected to develop a discipline-based perspective on the study of public policy and evaluation. Students must select a minimum of nine credits from the following selection of courses.

- EDF 5630 Sociology of Education (3 credits)
- EDF 5517 History of Education (3)
- EDF 5612 Anthropology of Education (3)
- EDF 5624 Economics of Education (3)
- EDA 5288 The Politics of Education (3)
- EDF 5548 Philosophies of Teaching and Learning (3) or

EDF 5551 Social Philosophy and Education (3) or  
EDF 5543 Into to Philosophy of Education (3) or  
EDF 6558 John Dewey Ed Philosophy (3)

### *Research*

Competence in inquiry and analysis includes knowledge of research methods. While the following list of courses is not intended to be exhaustive, students are required to take a minimum of nine credits in basic research methods, with emphasis on the courses below. Doctoral students specializing in disciplinary fields may substitute core research courses for appropriate courses in their discipline with the approval of the supervisory committee and the department chair. These disciplinary fields include anthropology, economics, history, philosophy, political science, psychology, and sociology.

EDF 6486 Applied Research Methods in ELP (3)  
EDF 5400 Descriptive and Inferential Statistics (4)  
EDF 6475 Qualitative Methods in Educational Research (3)

### *Majors*

The Program of Educational Leadership and Policy offers four majors (please see footnote for an important note on degrees and majors)<sup>1</sup>:

- Educational Leadership/Administration (EDA)
- Education Policy & Evaluation (EPE)
- International and Multicultural Education (IME)
- History and Philosophy of Education (HAPE)

Upon application for admission to the program, the student should select a major and disciplinary/methodological approach closely aligned with her or his interests and professional development goals. Course requirements for each major are tailored to the unique needs of the individual student.

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<sup>1</sup> Please note that all four majors constitute the Educational Leadership & Policy (ELP) program. There are, however, two-degree authorizations that the majors fall under and that will appear on one's diploma (the major appears only on student transcripts): 130401 Educational Leadership & Policy (EDA & EPE) and 130901 Foundations of Education (HAPE & IME).

**Major Course Requirements**  
**(In addition to ELP Core)**

<b>Educational Leadership/ Administration (45+Core)</b>	<b>Education Policy and Evaluation (45+Core)</b>
<p><b>Required Courses (9 hours)</b>            EDA 5391 ST: School Reform and School Improvement            EDF 6576 Policy to Practice            EDF 6666 Teacher Policy &amp; Reform</p> <p><b>Major Electives (21 hours - examples)</b>            EDA 5069 Ethics in Educational Leadership            EDF 5089 Black and Latino Education            EDF 5887 Multicultural Education            EDA 5501 Assistant Principal            EDF 6648 Policy Analysis            EDF 5935 ST: Urban Ed Policy</p> <p><b>Additional Research Courses (15 hours)</b>            EDF 5401 General Linear Modeling            EDF 5461 Introduction to Program Evaluation            EDF 5462 Eval. of New Ed Programs            EDF 5414 Introduction to Large Scale Datasets            EDF 5449 Survey Research Methods            EDF 5649C Applied Education Policy Analysis            EDF 6471 Quasi-Experimental Data Analysis            EDF 6479 Qualitative Data Analysis            EDF 6476 Adv. Qualitative Research Seminar</p>	<p><b>Required Courses (9 hours)</b>            EDA 5288 The Politics of Education            EDF 5461 Introduction to Program Evaluation            EDF 6576 Policy to Practice</p> <p><b>Major Electives (21 hours - examples)</b>            EDF 5089 Black and Latino Education            EDF 5462 Eval. of New Ed Programs            EDF 6666 Teacher Policy &amp; Reform            EDF 6648 Policy Analysis            EDF 5935 ST: Urban Ed Policy</p> <p><b>Disciplinary Specialization (6 hours minimum)</b>            Preferably taken out of the department but may include department offerings as additional areas of specialization</p> <p><b>Additional Research Courses (9 hours - examples)</b>            EDF 5401 General Linear Modeling            EDF 5649C Applied Education Policy Analysis            EDF 6471 Quasi-Experimental Data Analysis            EDF 5414 Introduction to Large Scale Datasets            EDF 5449 Survey Research Methods            EDF 6479 Qualitative Data Analysis            EDF 6476 Adv. Qualitative Research Seminar</p>

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**Major Course Requirements**  
(In addition to ELP Core)

<b>History and Philosophy of Education (45+Core)</b>	<b>International and Multicultural Education (45+Core)</b>
<p><b>HAPE Foundations Core (9 hours)</b> HAPE students will take one additional course beyond the Discipline-Based Core in <b>each</b> of the three areas of history of education/history, sociology of education/sociology and philosophy of education/philosophy for a total of 6 hours in each of the three foundational areas.</p> <p><b>HAPE Disciplinary Specialization (6 hours)</b> HAPE students will take additional coursework beyond the ELP Core requirements in <b>one</b> of the three foundational areas to reach a minimum of 12 graduate hours in an area of specialization in history of education, sociology of education, or philosophy of education.</p> <p><b>HAPE Research Tools (6 hours)</b> Prior to advancing to candidacy, HAPE doctoral students must demonstrate competence in a relevant research methodology sufficient to carry out original inquiry in the student's area of specialization. This <b>shall</b> include the ELP Methods Core above <b>and</b> at least two additional courses in a research methodology appropriate to inquiry in the history of education, sociology of education or philosophy of education for a minimum of 16 hours in research methods.</p> <p><b>Electives (24 hours)</b> In consultation with their major professor and doctoral committee, HAPE students will take additional coursework relevant to their chosen disciplinary or professional specialization.</p>	<p><b>Required Courses (9 hours)</b> EDF 5850 International Development Education EDF 5887 Multicultural Education EDF 5853 Comparative Education Policy</p> <p><b>Major Electives (12 hours)</b> EDF 5935 ST: Design and Management of International Projects EDF 6865 Promoting Literacy in International Settings EDF 5706 Gender and Education EDF 6666 Teacher Policy and Reform EDF 5089 Black and Latino Education EDH 5931 ST: Critical Theory in Education</p> <p><b>Disciplinary Specialization (6 hours minimum)</b> Preferably taken out of the department but may include department offerings as additional areas of specialization</p> <p><b>Additional Research Courses (9 hours)</b> EDF 5401 General Linear Modeling EDF 5649C Applied Education Policy Analysis EDF 6471 Quasi-Experimental Data Analysis EDF 5414 Introduction to Large Scale Datasets EDF 5449 Survey Research Methods EDF 6479 Qualitative Data Analysis EDF 6476 Adv. Qualitative Research Seminar</p> <p><b>Open Electives (9 hours)</b> This additional coursework is to be taken in consultation with your major professor.</p>

### **Transfer of Courses**

A student may *transfer* up to six semester hours of relevant course credit into the doctoral program, provided the courses were earned with a grade of "B" or better, are approved by the student's advisor and were taken after the completion of the master's degree and within five years of admission to the doctoral program. These *transfer* hours may be counted toward the completion of the program of studies leading to the doctoral degree if approved by the student's academic advisor.

### **Waiver of Courses**

Given evidence of relevant graduate coursework, a student may waive up to thirty (30) credit hours, inclusive of the six credit hours that one may transfer (see above). Students must provide syllabi or official course description to support their request. The request should be developed in consultation with the student's temporary advisor. Final authorization will be made by the ELP coordinator in consultation with the ELP program faculty. Requests must be submitted by April 1<sup>st</sup> in the first academic year. A waiver does not apply to the ELP core courses. See Appendix B for the Credit Waiver Form.

### **Continuous Enrollment**

All students must be continuously enrolled over the course of their graduate studies, meaning that they must register for at least one course or, if the student is a candidate, must register for at least two credit hours. If a student does not do so in two consecutive semesters, they will be considered inactive and must reapply to the program. See "Readmission" policy below for the application process.

### **Readmission**

When a student fails to register for minimum hours for two consecutive semesters, the Office of the University Registrar regards the student as inactive and the student will no longer be able to register for courses. To regain an "active" student status, the student needs to formally apply to the program for the following semester. In addition to submitting the same materials required for the regular admission, the student is required to: 1) explain in the letter of intent the reason for the inactivity and the plan for continuous enrollment and degree completion in a timely manner, 2) obtain a letter of recommendation from the current academic advisor who evaluates the current progress and the future prospect in the academic work of the student toward degree completion. The ELP admission committee will make the readmission decision in consultation with the student's academic advisor at the beginning of the fall and spring semesters.

### **Major Professor**

After the initial year of study, the student should consult with the professors under whom the student may be interested in working and from whose areas of major a dissertation topic could be developed. After consultation, the student should invite a member of the faculty with expertise in the area in which he or she has an interest to serve as major professor and chair of the supervisory committee. If the professor consents, the departmental chair appoints the professor as chair. A faculty member who serves as chair of a student's supervisory committee must have Graduate Faculty Status and have competence in the student's proposed major. This appointment must be mutually agreeable to the student, major professor, and departmental chair.

### **Supervisory Committee**

Upon the request of the major professor, the departmental chair will appoint the supervisory committee that will be in charge of the student's work until the completion of all requirements for the degree. The appointment of the student's supervisory committee must be completed by the end of the first academic year. The membership of the supervisory committee will be reported to the Dean of Graduate Studies.

The supervisory committee will consist of a minimum of four members of the graduate faculty, all of whom must have Graduate Faculty Status, one of whom is a representative-at-large of the graduate faculty drawn from outside the Department of Educational Leadership and Policy Studies and who is tenured. At least two members of the supervisory committee must be from the ELP program. Additional members may be appointed if deemed desirable.

The representative-at-large is responsible for ensuring that University policies are followed, and that decisions made by the supervisory committee reflect the collective judgment of the committee. Therefore, the graduate faculty representative must be someone who is free of conflicts of interest with other members of the committee. If questions arise they should be referred to the Dean of Graduate Studies for resolution.

### **Program of Study**

The student should prepare a complete plan of courses to be taken under the supervision of the major professor. This program of study must be signed by each member of the committee and the department chair. A signed program of study must be submitted to The Office of Academic Services and Intern Support (OASIS) by the end of the first academic year. It is necessary to list the semesters' and years' courses in chronological order (past to present) to determine that university, department, and college requirements will be met. It is the student's responsibility to make sure that he/she has met all degree requirements.

Upon receipt of a departmentally approved program of study, the Office of Student Services will review the proposed program to insure compliance with the make-up of the supervisory committee and requirements for inquiry skills, residency, and transfer of course work. Forms for the doctoral program of study are available at

<http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>

### **Residency**

After having finished thirty (30) semester hours of graduate work or being awarded the master's degree, the student must be continuously enrolled in the Educational Leadership and Policy Ph.D. program on The Florida State University Tallahassee campus for a minimum of twenty-four (24) graduate semester hours of credit in any period of 12 consecutive months. Dissertation hours may be used to satisfy residency requirements.

### **Scholarly Engagement**

“The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the university. The goal is to prepare students to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge.” (*FSU Graduate Bulletin 2016-2017*)

Appropriate Scholarly Engagement activities will be determined by the student and his or her advisor according to the student’s scholarly interests and chosen career path. Students will document their activities throughout the year on the ELPS Scholarly Engagement Activities Canvas site. Appendix D shows an illustrative list of Scholarly Engagement activities.

### **Preliminary Examination**

Satisfactory completion of a preliminary examination is required for admission to candidacy for the doctoral degree. No student may register for dissertation hours prior to the point in the semester in which the preliminary examination was passed. An admission to candidacy form must be completed and filed in the Office of the University Registrar prior to registration for or conversion to dissertation/treatise hours.

The preliminary examination is designed to test scholarly competence and knowledge and to afford the examiners the basis for constructive recommendations concerning the student's subsequent formal or informal study. Prior to the examination, the student's major professor will determine whether the student 1) has a 3.0 average, 2) no outstanding incompletes and 3) has progressed sufficiently in the study of the discipline and its research tools to begin independent research in the area of the proposed dissertation.

The results of the examination will be reported to the Office of the University Registrar and the Office of Student Services for inclusion in the student's permanent record.

## *Clearance and Registration*

Clearance for the preliminary examination is completed by the Graduate Coordinator for the College of Education. Clearance is given only if the student has met the following requirements: registered for the preliminary examination; an overall GPA of 3.0 or better for all graduate work completed with no incomplete grade; an approved supervisory committee; an approved program of study on file in the graduate office, and completion of the diagnostic examination, residency, and research tool requirements. Students who register for the preliminary examination must be in their last semester of coursework for the doctorate or have no more than six hours of coursework remaining on the approved program of study.

## *Content, Format, Evaluation, and Recommendations*

The overall objective of the preliminary exam is to assess the student's preparedness to engage in independent dissertation research. Preliminary exams are offered in fall and spring terms, but will not be offered during the summer term.

### **A. Content**

The preliminary exam consists of four parts (described below). Given the centrality of policy studies in the ELP core courses and it being integral to the students' understanding, it will be infused into the research and major area questions and integrated into the research proposal.

Part 1, Research Methodologies: Students will be asked to demonstrate an understanding of a broad array of research methodologies and the types of questions the methodological approaches are best suited to answer.

Part 2, Major Area Knowledge: Students will be asked to explore an issue in education related to their area of major.

Part 3, Research Proposal: Students will develop a research proposal following established guidelines (see Appendix C) that demonstrates their ability to design independent research. The purpose of the research proposal is to ascertain whether the student has the conceptual and writing skills to design a coherent independent research proposal. While a student may consult with their major professor to discuss potential research topics, questions, and relevant literature, students are to write the research proposal independently. The research proposal will be submitted in advance of the commencement of Parts 1 and 2 and uploaded to Blackboard through *TurnItIn*.

Part 4, Oral Defense: Students orally defend their research proposal to the three departmental members of their respective Supervisory Committees at any point after submitting Parts 1 and 2.

## B. Format

Parts 1 and 2: In a time delimited “take-home” exam, students will respond to a total of four questions among eight posed. The exam will be accessed, managed, and submitted through Blackboard (a site devoted to diagnostic and preliminary exams). In downloading and accessing the exam, students will be required to agree to an honor code and submit their responses through *TurnItIn*. Students have a time limit of a weekend (Friday 5:00 p.m. until Monday 10:00 a.m.) at the end of the second week of the semester. Students who are unable to take the exam over a weekend must inform the department’s graduate coordinator and the prelim exam committee and request an alternative timeframe.

Part 3: Students must follow the research proposal guidelines (see Appendix C) and submit their research proposal of no more than 20 pages to *TurnItIn* via Blackboard. Tables, figures, and reference lists are not counted towards the page limit. The research proposal is due by the start of the first day of the prelim exam session (i.e., Friday at 5:00 pm).

Part 4: Students may proceed to an oral defense of their research proposal at any time after submitting Parts 1 and 2. Students will be responsible for setting up a date and time for the oral defense before their full committee, in consultation with their major advisor. Defenses should be scheduled for no later than the 7<sup>th</sup> week of the semester.

## C. Evaluation

Parts 1 and 2: The Preliminary Exam Committee consists of four members of the faculty, each who represent a major in the Program of Educational Leadership and Policy and serve for two years on a rotating basis. The committee receives and reads each exam without knowledge of the identity of the author of the exam. A student’s major professor must recuse him or herself from their student’s exam review if they are on the committee during that year and will be replaced by another member of the faculty in that program.

The Preliminary Exam Committee will evaluate the students’ responses on a five-point scale with a minimum passing score of 3. If a student fails only one question, he or she will be eligible to re-write that question in the same semester. If the student fails the question a second time, he or she must re-retake the full preliminary exam in the subsequent offering of the exam. Similarly, if a student fails more than one question, he or she must re-take the full preliminary exam in the subsequent offering of the exam (e.g., if the student does not pass during the fall administration of the exam, the retake will be during the spring administration—if he or she does not pass two or more questions during the spring administration of the exam, the retake will be during the subsequent fall administration). Only one retake will be allowed per part before being assigned a failing grade. If a student is assigned a failing grade, they will be dismissed from the program.

Parts 3 and 4: A departmental committee consisting of the three departmental members of the student's supervisory committee will evaluate the research proposal and the oral defense of it. If, in the opinion of the committee, the research proposal does not meet the appropriate standard, students will have one additional opportunity to revise and re-defend it before being assigned a failing grade. It is at the discretion of the departmental members of the student's Supervisory Committee when that re-write and re-defense will occur.

#### Incomplete or Failing Grade

Students who fail or receive an incomplete ("I") on the preliminary examination or portions of it will have a block placed on their registration for dissertation hours until the preliminary examination is successfully passed the subsequent Fall or Spring semester, whichever the case may be, and the "I" grade is changed to a passing grade ("P"). All requirements must be completed by the 7<sup>th</sup> week of the semester. Only one retake will be allowed per part before being assigned a failing grade. If a student is assigned a failing grade, they will be dismissed from the program.

### **D. Recommendations for Studying for Preliminary Exams**

In the preliminary exams, the student is expected to show that he or she has mastered the body of knowledge of both the core of ELP as well as his or her specialization. As the exam is open-book, ELP faculty expects students to not only have a solid foundation of the material, but also that the student will demonstrate knowledge of the appropriate sources and references for answers during the exam. ELP faculty expect that the student will answer the exam questions directly, draw on appropriate and sufficient content and research, and answer each question in a high-quality manner.

Whereas students are required to provide references from published research to support their arguments, the responses must constitute critical engagement with the published research instead of merely summarizing or reiterating what such research has already stated. In other words, the responses should highlight students' familiarity with the related discipline and the main themes in that discipline. In addition, the responses must reflect students' ability to thoughtfully and critically engage with related research to make and support their arguments. The purpose of a doctorate program is to prepare students to plan, develop, and conduct independent research. Preliminary exam evaluates if students are ready to conduct independent dissertation research under the supervision of their advisor and the dissertation committee

It is further suggested that the student answer each exam question as the question is organized. (e.g. If the question has three subsections, the student should answer each subsection in the order in which they were presented in the question.) It is expected that the student will use APA style.

Faculty make the following suggestions for preparing for the Preliminary Exams:

1. Organize your materials from the research, policy, and major courses you have taken. Review materials related to the major outcomes and objectives from the courses as these reflect the emphases of the courses. Reread the readings and related materials. Review major theoretical frameworks, theorists, and concepts. It is crucial to engage with this material in an in-depth and critical manner so that you understand the main focus of these frameworks and concepts as well as the similarities and differences between these frameworks and concepts. In addition, it is important to ensure that you are able to apply this knowledge to your different questions and issues within the field of education
2. Review different disciplinary perspectives for understanding major phenomena in the field. It is important to examine how these different disciplinary perspectives may provide us similar and/or different understandings about the same phenomenon.
3. Cite sufficient supporting evidence from the relevant research. As stated earlier, instead of merely summarizing this research, you are expected to be able to use this evidence to support the arguments/ discussions in your responses.
4. Review APA format for citations and reference lists.
5. In your answers, demonstrate an ability to synthesize and relate what you have learned to specific cases or contexts.
6. Clear your calendar so that you will not have distractions or other commitments during the exam weekend.
7. You are strongly encouraged to attend the preliminary information sessions organized by the ELP exam committee during the fall and the spring semesters. It is advisable to start attending these sessions before you plan to take the exam, and attend as many sessions as you can to learn about the format, structure, and process of the preliminary exam. ELP exam committee also answers students' questions about the preliminary exam during these sessions.
8. You are strongly encouraged to start discussing your research interests, plans to take the preliminary exam, possible dissertation topics, and research plan with your advisor at the early stages of the program instead of waiting until the preliminary exam. You are expected to take the initiative to schedule time to regularly meet with your advisor to initiate these discussions. These discussions will help you develop a quality research proposal.

#### **E. Recommendations for Completing the Preliminary Exam**

1. Read the question options and select which ones you are going to answer.
2. Create an outline or concept map of your response.
3. Organize your materials for citation and reference.
4. Use spell and grammar checks
5. Take periodic short breaks

### **ELPS Department Appeal Policy**

Preliminary Examination Appeal Policy:

If a doctoral student is assigned a failing grade in the preliminary examination, the student shall have the right to appeal the decision.

To initiate an appeal, students should submit a written request to appeal the decision to the department chair. Once the chair has received the appeal, the chair will present the appeal to the Department Advisory Committee (DAC) for their action. A committee of two DAC members, one Higher Education (HE) and one Educational Leadership and Policy (ELP) faculty members (who were not involved in the examination or defense) and one doctoral candidate will be assigned to review the decision. Once the review has been conducted, the sub-committee will report back to the ELPS Chair with their findings. The chair will then issue a final decision on the matter to the student and the appropriate faculty.

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

### **Admission to Candidacy**

Upon passage of all parts of the preliminary doctoral examination, the student is admitted to candidacy for the doctorate. A student must be admitted to candidacy for at least six months prior to the granting of the doctoral degree. All requirements for the doctoral degree, including a successful dissertation defense, must be completed within five calendar years from the time the student has been admitted to candidacy. After that time, the student's continued enrollment will be suspended and a new preliminary examination must be passed. (See *Time Limit for Completion of Degree* for further information.)

### **Dissertation Credits**

A student must earn a minimum of twenty-four dissertation credits in order to complete the doctorate. During this period, the student must be continuously enrolled and must take a minimum of two dissertation credits per semester up until the time of graduation.

### **Prospectus**

After passing the preliminary examination, the student will be required by the department to submit to the major professor, supervisory committee, and departmental chair a prospectus on a research project suitable for a doctoral dissertation.

The prospectus must be prepared according to the style and form prescribed by the department and the College of Education and must be submitted through *TurnItIn*. Upon prospectus approval, the student must submit a Prospectus Clearance Form, prospectus title page, prospectus signature page, and copy of the prospectus on cd to

OASIS. The forms can be found at [http://education.fsu.edu/wp-content/uploads/2016/04/ProspectusContentandProcedures2015\\_16.pdf](http://education.fsu.edu/wp-content/uploads/2016/04/ProspectusContentandProcedures2015_16.pdf)

A student cannot defend his/her dissertation earlier than 4 months from the date of the department chair's signature on the Prospectus Clearance Form.

### **Dissertation**

A doctoral dissertation must be completed on a topic relevant to the area of major. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student.

The manuscript must be prepared according to the style and form prescribed by the department and must be submitted through *TurnItIn*. Formatting and clearance guidelines for the final electronic submission copy may be accessed from the Office of Graduate Studies website,

<http://www.gradstudies.fsu.edu/Academics-Research/Thesis-Treatise-Dissertation>

or by contacting the manuscript clearance advisor.

Before registering for dissertation hours, the student should consult the major professor as to the proportion of time to be devoted to dissertation work. The student must register for a minimum of 2 dissertation hours each semester of enrollment. The minimum number of dissertation hours for completion of a doctoral degree is 24 semester hours.

Final approval of the dissertation by the entire supervisory committee is a prerequisite to the awarding of the degree. This is true no matter how many hours a student has completed in dissertation or what grades have been recorded for the dissertation hours.

### **Dissertation Defense**

The defense of dissertation will be oral. Responsibility for suggesting the time, designating the place, and presiding at the examination rests with the major professor. The examination must be completed at least four weeks prior to the date on which the degree is to be conferred. Please see the FSU academic calendar (Registrar) or the Grad Space section of your Blackboard site for specific dates for each academic term.

As an academic courtesy, the dissertation must be submitted to each member of the supervisory committee at least four weeks before the date of the oral examination. The supervisory committee, the chair of the major department, and such other members of the faculty appointed by the academic dean will conduct the examination. All members of the graduate faculty are invited to attend. At least two weeks prior to the date of the examination, the student or major professor will present an announcement of the

dissertation title and the date and place of the examination to the Office of Graduate Studies. Consult the *Registration Guide* for the deadline dates.

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

The content of the abstract of the dissertation should be submitted to the supervisory committee at least one week before the date of the defense. The abstract should conform to appropriate examples in *Guidelines and Requirements for Electronic Thesis, Treatise, and Dissertation Writers*.

The supervisory committee will certify in writing to the academic dean of the major department the results of the examination: passed, failed, or to be reexamined. The report of results following a reexamination must indicate the student either passed or failed.

A written critique of the conduct of the examination in defense of dissertation should be submitted by the representative-at-large from the graduate faculty to the appropriate academic dean and the Dean of Graduate Studies within one week after the date of defense.

Following the defense, the student must submit a Manuscript Signature Form and dissertation title page to OASIS. The forms can be found at <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>

The final manuscript approved by the supervisory committee must be submitted electronically to the manuscript clearance advisor in the Graduate School within 60 days of the defense date or the student must re-defend. A manuscript processing fee is charged.

### **Time Limit for Completion of Degree**

It is University policy that all requirements for the doctoral degree must be completed within five calendar years from the time the student passes the preliminary examination or the student must pass a new preliminary examination.

It is the policy of the Department of Educational Leadership and Policy Studies that any doctoral student who exceeds the five-year time limit for completion of the doctoral degree and who has exhausted any extension of time provided by the Dean of Graduate Studies may seek readmission to the degree program.

Within ten years following initial admission to candidacy, a former student seeking readmission must provide substantial evidence that he or she has maintained currency in the field of study through regular employment or scholarship and submit a prospectus and proposed timeline for completion that the major professor considers defensible and reasonable, respectively. Upon readmission, the student's supervisory committee shall require that the student register for the preliminary examination and set a date for the defense of the prospectus. Once the supervisory committee approves this prospectus, the student will be awarded a "pass" for the preliminary examination. The student must then remain continuously enrolled (see section on *Continuous Enrollment*) by completing a minimum of two dissertation hours while completing all requirements for the doctoral degree within five years from the new date of admission to candidacy.

If the former student is either (a) ten years beyond the date of initial admission to candidacy or (b) is within the ten years, but cannot present substantial evidence that he or she has maintained currency in the field since leaving the University, then readmission will be contingent on the student returning to the University to complete core courses essential to preparation for the regularly administered preliminary examination. These core courses will be identified by the supervisory committee and approved by the department chair. Once the courses are completed, the student will be required to pass the standard preliminary examination administered to all current students seeking admission to candidacy in the particular degree program.

### **Graduation**

The student must apply for graduation at <http://registrar.fsu.edu/graduation/> during the first two weeks of the semester in which graduation is planned. If the student decided not to graduate during the semester after submitting an application, the student must notify the COE Graduate Director.

Students must be registered for a minimum of two hours of dissertation credit in the semester in which they apply for graduation.

### **Academic Honor System**

A major concern of any educational institution, ranking with its concern for the advancement and dissemination of knowledge, is the maintenance of high standards of integrity and responsibility in the academic community. The program, Department and University recognize the responsibility of both faculty and students in developing and maintaining these standards.

The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the Student Conduct Code (FAC C22-3.04), which can be found in the *Florida State University Student Handbook*.

### ***Academic Honor Code***

The academic honor system of the Florida State University is based on the premise that each student has the responsibility to:

- 1) Uphold the highest standards of academic integrity in the students own work,
- 2) Refuse to tolerate violations of academic integrity in the University community, and
- 3) Foster a high sense of integrity and social responsibility on the part of the University community.

### *Violations of the Code*

- 1) During examinations, violations of the Academic Honor Code shall include referring to information not specifically condoned by the instructor. It shall further include receiving information from a fellow student or another unauthorized source.
- 2) Regarding academic assignments, violation of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own. It shall also include presenting or submitting any academic work in a manner that impairs the instructor's ability to assess the student's academic performance.
- 3) Violations of the Academic Honor Code shall include obtaining, disturbing, or referring to a copy of an examination which the instructor/department has not authorized to be made available for such a purpose.
- 4) Violations of the Academic Honor Code shall include any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor.
- 5) Academic dishonesty shall include tampering with another student's work or impairing in any way the instructor's ability to assess the academic performance of another student.
- 6) Violations of the Academic Honor Code shall include alteration of grades or any other records related to the academic performance of students. This shall also include submitting any false records in order to gain admission to the University.
- 7) Violations of the Academic Honor Code shall include assisting, attempting to assist, or conspiring to assist another student in committing the offenses outlined above.
- 8) Violations of the Academic Honor Code shall include attempting to or committing any offenses as outlined above.

### *Responsibility*

Each student shall be responsible for abiding by the Academic Honor Code at all times. The instructor may further define in writing in the syllabus or other documents, the instructor's specification of the acts which shall constitute a violation of the Academic Honor Code. As required by the instructor, at the conclusion of each examination or submission of an assignment, each student shall sign a pledge that the student has neither given nor received aid from any unauthorized source during the examination or the assignment. Any student who observes cheating or violates the Academic Honor Code is expected to report the violation to the instructor and/or the University judicial officer.

## **Grade Appeals**

The purpose of the grade appeals system is to afford an opportunity for a student to appeal a grade if the student feels that the grade was inequitably awarded in that it involved a gross violation of the institution's own specified grading standards.

Step 1. The student must approach the instructor in question to discuss the grade and attempt to resolve any differences. A student not in residence for the succeeding term, or a resident student who is unable to resolve the differences with the instructor, must file an appeal with the instructor's program or department chairperson, whichever is appropriate, within sixty days following the assignment of the disputed grade.

Step 2. If still dissatisfied, the student may, after filing a written statement with the program or department chairperson explaining the basis for the appeal, appear before a board composed of three students nominated by the program or departmental student advisory committee or its counterpart. A negative decision by the board will end the appeal. A favorable decision will be referred to the Departmental Board described in Step 3. The Student Advisory Board acts only as a screening body and determines solely whether the appeal is consonant with the criteria indicated above. The Student Advisory Board must be appointed and its decision made within three weeks of the time that the written statement has been filed with the program or department chairperson.

Step 3. A Departmental Board composed of three faculty members and two students appointed by the chairperson must be selected for each case. The Departmental Board must be appointed and its decision made within three weeks of the time the Student Advisory Board has reached a favorable decision on the grade appeal. A unanimous decision shall be final and binding on all parties concerned. A majority opinion may be appealed by the student or the faculty member to a college-wide board appointed by the dean of the college from nominees supplied by the faculty and student advisory committees respectively.

The appeal from the decision of the Departmental Board must be made by the dissatisfied party within three weeks of the time that the written appeal has been filed with the dean of the college. The majority decision of this college-wide appeal board shall be final and binding on all parties concerned. Each committee and board is charged with hearing the instructor in question, if the instructor wishes.

*APPENDIX A – Doctoral Program Checklist*

**Student:** \_\_\_\_\_

**Term First Enrolled:** \_\_\_\_\_

**PROGRAM MILESTONES**

**Milestone**                **Date & Notes**

Diagnostic	<input type="checkbox"/>	
Residency	<input type="checkbox"/>	
Prelim Exam	<input type="checkbox"/>	
Prospectus	<input type="checkbox"/>	
Dissertation	<input type="checkbox"/>	

**PROFESSIONAL DEVELOPMENT**

CV/Resume	<input type="checkbox"/>	
Memberships in Professional Associations	<input type="checkbox"/>	
Conference Presentations	<input type="checkbox"/>	
Other Activities	<input type="checkbox"/>	

*APPENDIX B – Credit Waiver Form*  
**Educational Leadership & Policy**  
**Ph.D. Program**

**Credit Waiver Form**  
**Internal Addendum to Program of Studies**

<b>Equivalent Graduate Coursework</b>	<b>Course Waived</b>	<b>Credit Hours</b>
<i>Required Information: Course code, name and grade earned Institution Year and semester Documentation provided (e.g. syllabus)Y/N</i>	<i>Required Information: Course code, name</i>	
TOTAL Credit Hours Waived (Maximum 30):		

APPROVALS:

\_\_\_\_\_

Temporary Advisor, Date

\_\_\_\_\_

Committee Chair, Date

\_\_\_\_\_

Committee Member, Date

\_\_\_\_\_

Committee Member, Date

\_\_\_\_\_

Committee Member, Date

**ELP Ph.D. Preliminary Examination  
Part 3: Research Proposal  
Guidelines**

**Write a research proposal of no more than 20 pages<sup>2</sup> that includes the following sections:**

- I. Introduction
- II. Literature Review
- III. Research Design / Methodology
- IV. Summary / Statement of Significance

**I. Introduction**

The introduction should include an explicit research question(s). In addition, you should state the significance of this question for educational research, policy, and practice. Provide a relevant context for the study. You should also summarize briefly your research design and how your design is different from those used in past studies of similar topics, if any.

**II. Literature Review**

The review of the literature need not be comprehensive, given the short length of the proposal, but it should identify relevant bodies of literature and include key studies on the subject, as well as your assessment of their strengths and weaknesses. Given your assessment of these strengths and weaknesses, what conclusions may be drawn regarding the topic both in terms of what is known and not known?

**III. Research Design / Methodology**

The research design/methodology should discuss how you are going to go about answering your research question(s) by explicating the following:

- **Conceptual framework:** develop or draw from an analytic model that is rooted in theory and prior empirical research. For quantitative research, provide a diagram that illustrates the logic model and discuss the major constructs of the model as well as the likely relationship one might expect to see among the constructs (i.e., theory of action). For qualitative research, identify and describe a theory and discuss how you will use it in your study (i.e. theory of action, institutional theory).
- **Methods:** discuss how you will carry out your study. Be as specific as possible. For example, if you choose a regression analysis, then write out the equation(s) you plan to estimate and clearly identify the coefficients of interest. Or, if you choose a qualitative approach, explain your choice for the particular methodology– i.e., ethnography, case study.

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<sup>2</sup> Proposal should be double-spaced, 12-point font, one-inch margins. The twenty-page limit can exclude title page and reference list.

- **Sources of Data:** discuss the data you will use. If you are doing a quantitative study, include a description of your constructs or variables that are essentially operationalizing elements of your conceptual framework. If you are collecting your own data, describe how you will go about doing so and provide a short list of key survey/protocol items. If qualitative, describe the data you will collect and why. If pertinent, provide a sample protocol.
- **Sample:** identify your sample of interest. Discuss how you will select the sample and what size it will be. If you are using the entire population, state it. If not, explain the rationale behind your sample.

**Regardless of which approach you choose, be clear about its strengths and weaknesses for the given research question.**

#### **IV. Summary/Statement of Significance**

The summary/statement of significance should provide a summary of the research proposal and discuss in specific terms the implications of the research for policy and practice.

#### **V. Reference List (not included or counted in the 20-page limit)**

*All sources used must be parenthetically referenced in the text of the proposal and fully cited in a reference list.* The reference list must follow a single professional format, for example APA, Chicago Manual of Style, Turabian, etc., You need not format the body of your proposal other than as indicated in footnote 1.

Some of the questions<sup>3</sup> that your committee will be asked to use to **evaluate** your research proposal include:

- Does the proposal show an in-depth knowledge of relevant educational research in the field? Does it review and critique relevant and important previous studies in the area of the proposal's research?
- Does the proposal specify an appropriate research design and method to collect the data? Is the design and are the methods appropriate to the research question? Will that design allow the researcher to find the answers to the research questions posed?
- Does the proposal specify how the project will contribute to and extend educational knowledge? What relevance does the project have to education? Does the project address an important educational issue? Will the project enhance educational knowledge in a critical way? Does it explain why this knowledge is worth pursuing or how will it benefit education?

Is this a well-written proposal? Is the organization and structure of the proposal clear? Does it define terms and procedures, etc.?

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<sup>3</sup> Adapted from NAE/Spencer guidelines for reviewers.

*APPENDIX D – Scholarly Engagement Policy*

**Scholarly Engagement Policy  
ELP Program**

**Purpose:** The goal of the Scholarly Engagement requirement is to prepare doctoral graduates to become lifelong participants and contributors to the scholarly community and to become active scholars, who acquire, critically evaluate, and create new knowledge and disseminate their work. Students should consult with their major professor at the start of the academic year to develop a plan for scholarly engagement for that year.

**Confirmation of Scholarly Engagement:** Each year, as part of the annual review process, doctoral students must demonstrate their scholarly engagement activity to their faculty advisor. **This process will be facilitated by the use of the ELPS Scholarly Engagement Activities Canvas site.**

**ILLUSTRATIVE SUGGESTIONS FOR SCHOLARLY ENGAGEMENT:**

**Ph.D. and Face-to-Face Ed.D. students:**

**Pre-Diagnostic/Diagnostic Exam**

- Join and attend LEARN events and activities
- Establish a POS approved by the advisor and two other ELP faculty members
- Attend the Marvalene Hughes Conference hosted by the COE
- Attend R3 Relevant Research Roundtable hosted by the department
- Develop a Curriculum Vitae (CV)
- Engage your major professor as well as other faculty members on topics, ideas of interest, etc.

**Pre-Prospectus/Proposal Defense**

- Continue the above activities
- Update CV
- Attend at least one prospectus defense as an observer
- Attend at least one of the following:
  - a national conference/professional or research association
  - a methodological workshop (IES sponsored workshops; professional associations such as AERA)
  - an FSU professional development seminar/workshop

**Pre-Dissertation Defense**

- Continue the above activities
- Update CV
- Attend at least one dissertation defense as an observer
- Present at R3
- Present as first or second author/presenter at a national conference

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

### **Online Ed.D. students:**

#### **Pre-Diagnostic/Diagnostic Exam**

- Establish a POS approved by the advisor and two other ELP faculty members
- Develop a Curriculum Vitae (CV) and share with your major professor
- Engage your major professor as well as other faculty members on topics, ideas of interest, etc.

#### **Pre-Prospectus/Proposal Defense**

- Continue the above activities
- Update CV
- Attend at least one prospectus defense as an observer, virtually or in person
- Attend at least one of the following, either in person or virtually
  - a national conference/professional or research association
  - a methodological workshop (IES sponsored workshops; professional associations such as AERA)
  - an FSU professional development seminar/workshop
  - a professional development workshop related to your area of professional practice.
- Identify a local mentor with key knowledge of your problem of practice and share this information with your major professor

#### **Pre-Dissertation Defense**

- Continue the above activities
- Update CV
- Attend at least one dissertation defense as an observer, virtually or in person
- Share findings with local mentor and receive feedback on progress
- Present findings at a professional development workshop related to your area of professional practice

## Scholarly Engagement Statement

Student Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Major Academic Milestone(s) reached this year:

\_\_\_\_ Passed Diagnostic Exam      Date: \_\_\_\_\_

\_\_\_\_ Passed Preliminary Exam      Date: \_\_\_\_\_

\_\_\_\_ Defended Prospectus      Date: \_\_\_\_\_

*In the space below please provide a statement summarizing your scholarly engagement for the academic year. Be sure to include examples in your statement and reflect on those experiences. Please attach a separate page, if additional space for comments is needed.*

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

CV Attached: \_\_\_\_\_