



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Educational Leadership & Policy
Online Ed.D. Program

Student Handbook

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

2020-21

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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 College of Education, 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.

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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.

Online Doctoral Degree Program

The Online Ed.D. in Educational Leadership and Policy is designed for individuals who seek preparation for such positions as senior-level educational leaders, policymakers, and policy researchers both domestically and internationally. 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 Educational Leadership and Administration (EDA). Please note: *the online Ed.D. in Educational Leadership and Policy Studies does not provide professional certification in Educational Leadership. If you are interested in our state approved program for professional certification in Educational Leadership, please consider the Educational Leadership Specialist Degree 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/>):

- Statement of Purpose
- Problem of Practice Research Statement
- GRE scores (verbal, quantitative, writing)
- If an international student, a TOEFL/IELTS score
- Undergraduate and graduate (if applicable) transcripts.
- Three letters of recommendation, two of which must be academic references

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 addition to the grade point average requirement, successful applicants typically present competitive GRE scores, though GRE scores may be waived for outstanding applicants meeting specific criteria (see program admissions website for additional details). For international students, a TOEFL score of 550 for paper based test, Internet based TOEFL score of 80, or an

IELTS score of 6.5 or better is required in addition to the GRE scores. All TOEFL or IELTS scores must be within a recent two-year period.

Please note that the online 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, relevant work experience, 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.

Particularly as this is an online program, all admitted students need to confirm that they will have regular access to a computer, video camera, microphone, and internet access. Students are expected to check their FSU email and course websites, including the program organization (org) site, frequently and have access to video conferencing software, such as Skype.

Major

The Program of Educational Leadership and Policy offers one major for the online EdD:

Educational Leadership/Administration (EDA)

Upon application for admission to the program, the student should identify a disciplinary/methodological approach closely aligned with her or his interests and professional development goals.

Financial Assistance

Graduate assistantships are not available to online Ed.D. doctoral students. The following link will provide you with more information on financial assistance:

<http://www.gradschool.fsu.edu/funding-awards>

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

<http://education.fsu.edu/scholarships>

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. A component of the annual review is the scholarly engagement requirement; more details on this process can be found on the EdD Org Site on Canvas.

Academic Advisor

After 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 <https://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students> and is also provided in *Appendix B*.

Diagnostic Examination

Every student who has been admitted to work toward a doctoral degree within the department must, by the fourth week of the second semester after enrollment, 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 and to facilitate advising in the development of the student's program of studies. Specific to the Online EdD program, the diagnostic evaluation serves as a summative evaluation of the student's work to date on identifying a Problem of Practice (PoP) that can be researched through their Dissertation in Practice (DiP).

It is the student's responsibility to work with the temporary advisor to schedule the diagnostic exam.

A. Content & Format

There are two components to the diagnostic exam. The first component is an eight-page essay on the PoP and DiP model the student ultimately intends to study for their DiP. Students complete this essay as part of Foundations of Practice Models during Fall 1. The second component is a defense of the essay conducted synchronously with the advising team.

B. Evaluation

Faculty members evaluate the degree to which the essay adequately addresses the following elements: 1. **Problem Statement** (~2 pages): See Section 3 of the DiP Guide for additional information on writing your Problem of Practice statement. 2. **Purpose, Research Questions, and Model Overview** (~2-3 pages): The purpose of the study should be stated clearly and direction. The research question(s) must be written a way that is sufficiently detailed and directly researchable. The research questions should stem directly from the purpose of the study. The last part of this section should indicate which of three DiP models will be used to answer the research questions. 3. **Study Site Overview and Feasibility** (~1-2 pages): This section should contain sufficient detail about your local context so as to allow the reader to understand how the study focus is appropriate for the local context. This section should also include a note about the feasibility of the study. 4. **Significance** (~1 page): This section should contain 2-3 paragraphs discussing the importance of the study in relation to the PoP and the stakeholders who will benefit from learning its findings. 5. **Conclusion** (~1/2 page): This section should summarize the purpose and investigative approach of the DiP in one paragraph.

Faculty members will also evaluate the extent to which the proposed PoP is adequately motivated, situated, and focused to support a feasible research design that could be completed during length of the program.

Students will either receive a *pass* or *conditional continuance* on their first attempt of the exam. A *pass* is awarded to students who adequately address all, or nearly all, of the required elements, and whose PoP is appropriate and feasible to study. Students receiving a *pass* will still receive feedback to be incorporated into their essay. A *conditional continuance* is awarded to students who fail to adequately address several of the required elements of the essay and/or are unable to clearly articulate an appropriate and feasible PoP.

If students receive a *conditional continuance*, they will have 3 weeks to rewrite their exam using the feedback provided by the advising team. Students will then receive a *pass* or *conditional continuance* on their second attempt. Students who receive a conditional continuance on their second attempt will retake their diagnostic exam in full in the following semester (Spring 1). 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

Students submit the written component of the diagnostic exam during the 8th week of Foundations of Practice Models via Canvas. Faculty members review all diagnostic exams for their advising group. Faculty members work with the students in their advising group to schedule 15-minute blocks of time for each student no later than the fourth week of the semester, preferably back-to-back for all of the students in their advising group. The 15-minute defense serves the purpose of providing feedback to the student, raising questions, and providing the student with the opportunity to pose additional questions to the advising group.

Preliminary Exam

Every student who has been admitted to work toward a doctoral degree within the department must pass the preliminary exam in order to advance to doctoral candidacy. Per FSU Graduate School policy: *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. If a student fails the preliminary examination prior to admission to candidacy, a re-examination may be requested, but it must be recommended by the student's supervisory committee and approved by the Academic Dean's Office. Students can take the preliminary examination for admission to candidacy only two times. At least one semester of additional preparation is needed before the re-examination. A second failure on the preliminary exam makes the student ineligible to continue in the degree program.* Specific to the Online EdD program, the preliminary examination serves as an evaluation of whether a student has mastered the relevant subject area knowledge and is ready to pursue independent research on the DiP.

The Preliminary Exam Details

A. Content & Format

The preliminary exam is a formal written document consisting of three sections: a full draft of DiP Chapter 1, a full draft of DiP Chapter 2, and brief overview of a feasible methodology that could be used as part of the DiP research (roughly 1-2 pages). The methodological overview should also discuss the potential data source(s) that may be used, and the extent students will have access to these data.

B. Evaluation

Faculty members on the DiP team evaluate the degree to which the sections 1 and 2 adequately address the required elements for Chapter 1 and 2 as specified in this document. For section 3, faculty members evaluate whether the proposed design is feasible and will answer the research questions.

Students will either receive a *pass* or *fail* on their first attempt of the preliminary exam. A *pass* is awarded to students who adequately address all, or nearly all, of the required elements. Students receiving a *pass* may be asked to do minor revisions to the document. A *fail* is awarded to students who fail to adequately address several of the required elements of the written document.

If students receive a *fail* on the first attempt, they will have 4 weeks to rewrite their exam using the feedback provided by the advising team. Students will then receive a *pass* or *fail* on their second attempt. If students receive a failing grade on the second attempt, they will not be able to continue in the program.

C. Process

Students submit the written component of the preliminary exam by the second week of the Spring 2 semester via Canvas. Advising team members will review the document and provide written feedback (including a pass/fail recommendation) to the major professor. The major professor reviews the feedback and, in consultation with the EdD Director as needed, renders a pass/fail decision by the end of the fifth week of the Spring 2 semester. Major professors will communicate these results to the student and will provide the student with written feedback (cc: EdD Director and instructor of the Lab of Practice 2 course). Students passing the preliminary exam should also complete an admission to candidacy form.

Course Requirements

Required Courses

The Educational Leadership and Policy Program of Study (POS) leading to the EdD degree consists of sixty-nine (69) credit hours, of which twenty-four (24) are required dissertation hours. With a strong emphasis on policy, the coursework is clustered into three areas: (1) Foundations/Policy, (2) Methodological Approaches, and (3) Intensive Academic Immersion Experiences that encourage students to think critically about their DiP. Students will also take at least two major electives; a lists of possible courses will be provided. The required courses follow:

Year 1: Foundations

Summer (9 credits)

EDF 6486: Applied Research Methods

EDF 5743: Foundations of Education

EDF 6485: Professional Learning for Educational Practitioners (PLEP)1

Fall (6 credits)

EDA 6061: Educational Administration and Organizational Practice *OR*

EDH 6635: Organization and Governance of Higher Education

EDF 6474: Foundations of Practice Models

Spring (6 credits)

EDA 6425: Literature Review for Educational Research

EDA 6105: Laboratory of Practice 1

Year 2: Research Tools & Policy Context

Summer (9 credits)

EDF 6480: Applied Quantitative Methods

EDF 6493: Professional Learning for Educational Practitioners (PLEP) 2

EDH 5645: Data Driven Decision Making *OR*

EDA 6XXX: Data Driven Decision Making in P12 Systems

Fall (6 credits)

EDF 5464: Qualitative Research and Evaluation Methods

EDA 6XXX: Education Policy Studies for Scholarly Practitioners *OR*

EDH 6401: Public Policy in Higher Education

Spring (6 credits)

EDA6108: Laboratory of Practice 2

Major Elective

Year 3: Original Research in Practice

Summer (9 credits)

Dissertation Hours (6 credits)

Major Elective

Fall (9 credits)

Dissertation Hours (9 credits)

Spring (9 credits)

Dissertation Hours (9 credits)

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.

Continuous Enrollment

All students must be continuously enrolled over the course of their graduate studies, meaning that they must register for courses as the online Ed.D. curriculum outlines. If a student does not do so, they will be considered inactive and must reapply to the program. The reapplication materials must include a letter of reference from their temporary advisor or major professor who is familiar with the student's circumstances as well as an updated letter of intent that includes a proposed timeline for completion of graduate studies. This is a cohort program, students must the curriculum outlined.

Clearance for continuous enrollment is completed by the online Ed.D. program director. Clearance is given only if the student has met the following requirements: successfully completed course prerequisites; 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, and research tool requirements.

Please note due to the accelerated nature of this doctoral program students will not be allowed to progress through the program with more than one incomplete grade at a time. Students must demonstrate mastery of the content of each course in order to move forward with their cohort. If a student falls behind, a meeting with the program director and department chair should be arranged to organize an appropriate plan of action to help the student remain on track. In addition, from the Florida State University *Graduate Bulletin*:

A student who has completed the required coursework, passed the Preliminary Examination and submitted an Admission to Candidacy form to the Office of the Registrar, and continues to use campus facilities and/or receives faculty supervision, but **has not made a final dissertation submission** shall include in the required full-time load a minimum of two credit hours of dissertation per semester, including Summer term, until completion of the degree. Those with underload permission must register for at least two credit hours of dissertation per semester (or term). Underloads must be approved by the student's academic dean. Before registering for dissertation hours, the student must consult the major professor as to the proportion of time to be devoted to dissertation work.

Major Professor

Upon acceptance into the program, students are primarily advised by the EdD Director. By end of the Fall 1 term, students are placed into advising groups based on their interests. Each group consists of a core group of faculty with shared research expertise, the advising team. The advising team is the main body that will evaluate students' diagnostic exams during the Fall 1 semester. Shortly after the diagnostic exam, students will be assigned a major professor who will ultimately advise the DiP. At the same time, students will also be assigned to at least two other professors within their advising team who will continue to work with the student throughout the rest of their DiP research; together with the major professor, this group forms the DiP team that will evaluate the preliminary exam. Eventually, students will be assigned an additional faculty member from outside the department who will serve as the university representative—a requirement of all doctoral students at FSU.

Supervisory Committee

The supervisory committee or advising team 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 based on the online Ed.D. curriculum. 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 are to be taken 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, OASIS will review the proposed program to insure compliance with the make-up of the supervisory committee and requirements for inquiry skills. Forms for the doctoral program of study are available at <https://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>

Face-to-Face

A student must participate in the three day long professional learning seminar in Tallahassee during Summer semester for each year they are enrolled. This Face-to-Face series is held during the seventh instructional week of the summer term which typically takes place around the third week of June each year; students should consult the FSU calendar for the official dates of the seventh week of the term.

Dissertation Credits

A student must earn a minimum of twenty-four dissertation credits and adhere to the continuous enrollment policy in order to complete the doctorate.

Prospectus

Prior to beginning their DiP research, EdD students must pass a prospectus defense and acquire IRB approval. The prospectus defense is a major milestone and will be evaluated by the full DiP committee. Every student who has been admitted to work toward a doctoral degree within the department must pass the prospectus defense before engaging in dissertation research. Specific to the Online EdD program, the prospectus defense serves an evaluation of whether the student has designed an appropriate research study that can be effectively executed in pursuit of the EdD.

The Prospectus Defense Details

A. Content & Format

There are five components to the prospectus defense:

- (1) a two-page (single-spaced) summary of DiP chapters one and two [focusing on the purpose, significance, and research questions associated with the study],
- (2) a full draft of DiP chapter three,
- (3) a pre-recorded presentation (10-12 minutes) highlighting the major components of DiP chapter three,
- (4) a projected timeline, organized by month, for completing the full DiP, and
- (5) a synchronous oral defense of components 1-4.

B. Evaluation

Faculty members on the full DiP committee will evaluate the degree to which the components, particularly component (2), adequately address the required components specified above. DiP committee members will review components (1) – (4) prior to meeting synchronously with the student to conduct component (5).

Students will either receive a *pass* on their first attempt of the prospectus defense, or will be required to revise and re-defend at a later date. The full DiP committee, led by the major professor, has final discretion on this matter and the associated timeline for any re-defense. Students receiving a *pass* may still be required to revise DiP chapter three based on the committee's feedback. Students will not be able to begin conducting DiP research until a passing grade is received on the prospectus defense, and IRB approval has been obtained.

C. Process

Students will submit final versions of components (1) – (4) in Spring 2 via Canvas. The full DiP committee will review these components in advance of a synchronous defense that will take place ideally during April. As noted, this is only a projected timeline. Students will advance to the prospectus defense only when the major professor has determined the student has submitted and satisfactory prospectus. Upon successful

completion of the prospectus defense, students should apply for IRB approval through the FSU Office of Human Subjects.

Dissertation in Practice

A doctoral dissertation in practice must be completed on a problem of practice 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 Dissertation in Practice (DiP) represents a public statement of doctoral quality research. Its designation as a dissertation in practice report emphasizes its practitioner based research focus. Unlike a traditional Ph.D. dissertation that are often written for a restricted community of scholars the DiP is directed at a wider audience, one that is focused on practitioners. In other words, your findings will have real world applicability for professional working in varied educational settings. As a scholar practitioner, you will produce a report that demonstrates both scholarly rigor and practitioner relevance. Therefore, the DiP adheres to specific research standards and protocols that insure the integrity of your work and the reputation of Florida State University.

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: <https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation> or by contacting the manuscript clearance advisor.

The minimum number of dissertation hours for completion of an Ed.D. degree is 24 semester hours.

Final approval of the dissertation by the entire supervisory committee is 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.

Please refer to the *Online Ed.D. Program Guide* for more details on the DiP template.

Dissertation in Practice Defense

The final milestone of the EdD program is the DiP Defense.

A. Content & Format

There are four components to the DiP defense:

- (1) a full draft of DiP chapter four,
- (2) a pre-recorded presentation (10-12 minutes) highlighting the major components of DiP chapter four,

- (3) a four-page executive summary of the DiP, suitable for sharing with key stakeholders. projected timeline, organized by month, for completing the full DiP, and
- (4) a synchronous oral defense of components 1-3.

B. Evaluation

The full DiP committee will receive components 1 – 3 at least two weeks before the synchronous DiP defense. During the defense, the full DiP committee will determine the extent to which students have adequately met the requirements as specified in this document.

Students will either receive a *pass* on their first attempt of the DiP defense or will be required to revise and re-defend at a later date. The full DiP committee, led by the major professor, has final discretion on this matter and the associated timeline for any re-defense. Students receiving a *pass* may still be required to revise the DiP based on the committee’s feedback.

C. Process

The timeline for the DiP defense is determined by the student and the major professor. Students are advised to adhere to any deadlines specified by the Graduate School, including deadlines to submit the pre-defense DiP draft for initial formatting review, and the post-defense, fully revised DiP for final review.

Satisfactory Progress

Students are expected to defend a DIP prospectus in the spring of their second year. Students who have not submitted a defensible DIP prospectus to their committee by May 31st of Summer 3 will be marked as making “Unsatisfactory Progress [Official Concern]” on their annual evaluation.

Candidates who have not submitted a defensible DIP to their committee by the last day of classes in Spring 3 (the final semester in this 3-year program) will be marked as making “Unsatisfactory Progress [Official Concern]” on their annual evaluation. Students who have not successfully defended their DIP by June 30 of the Summer 4 must submit a timeline to their major professor that backwards maps their dissertation completion by their fourth spring semester manuscript clearance deadline. Candidates who have not successfully defended their DIP by Spring 4 as stipulated in the agreed upon timeline will receive “Unsatisfactory Progress [Official Concern]” on their annual evaluation. Students with two consecutive Unsatisfactory annual evaluations will be dismissed from the program.

Dissertation Hours Grading

Students complete a dissertation completion timeline as part of their DIP prospectus defense. If a student has not adhered to this timeline over the course of a semester, they will be assigned a grade of “Unsatisfactory” for their dissertation hours for that semester. Appeals for special circumstances should follow the FSU grade appeal policy.

Benchmarks for “Satisfactory” dissertation hours grade Summer 3:

- IRB submission
- IRB approval
- Data collection begun

Benchmarks for “Satisfactory” dissertation hours grade Fall 3:

- Data collection completed
- Data analysis begun
- Draft of results submitted

Benchmarks for “Satisfactory” dissertation hours grade Spring 3:

- Draft of Chapter 4 submitted

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. If the student’s major professor and/or Department Chair does not choose to either approve an Extension of Time (EOT) or require the student to take the preliminary exam and/or coursework again for readmission to candidacy, then the student may no longer be enrolled in that program or at Florida State University.

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 Policy

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 Policy

The academic honor policy 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 Policy

- 1) During examinations, violations of the Academic Honor Policy 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 Policy 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 Policy 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 Policy 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 Policy shall include assisting, attempting to assist, or conspiring to assist another student in committing the offenses outlined above.
- 8) Violations of the Academic Honor Policy shall include attempting to or committing any offenses as outlined above.

Responsibility

Each student shall be responsible for abiding by the Academic Honor Policy 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 Policy. Of 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 Policy 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. Within 15 class days (defined throughout the Grade Appeals System as Mondays through Fridays during regular fall, spring, and summer semesters, as noted in the FSU Academic Calendar maintained by the University Registrar. Class days are not dependent on whether an individual student has class on a particular day) following the date that final grades are made available to students, the student must contact the instructor in question to discuss the grade and attempt to resolve any differences. The student should document any attempts to contact the instructor in order to establish that the appeal was begun within this 15-class-day period. In the event that the instructor is not available, the student should provide that documentation to the instructor's program or department chair. It is expected that the student will first attempt to resolve the grade dispute with the instructor; however, either the student or the instructor may consult with the appropriate department chair, school director, or designee during this process.

Step 2. If no resolution is reached within this 15-class-day period, after the student's documented attempt, the student has an additional 10 class days to submit a written statement to the department chair, school director, or designee. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal.

Within 20 class days thereafter, the department chair, school director, or designee will set a date for a meeting of a grade appeals screening committee composed of three students enrolled in the academic unit offering the course to review the appeal. These students should be either undergraduate or graduate students, depending on the enrollment status of the student challenging the grade. The meeting should occur within that 20-class-day period, if practicable. Appropriate students who have no conflict of interest will be chosen to serve on this screening committee by a student organization associated with the program or department, if such an organization exists. If none exists or if members of such an organization are not available, the department chair, school director, or designee will select appropriate students who have no conflict of interest. Both the student and the instructor may attend the meeting, as may the department chair, school director, or designee.

The role of the screening committee is solely to determine whether the student has presented sufficient evidence to warrant further review. Within five class days after this meeting, the screening committee will render its decision in writing (indicating that they recommend/do not recommend further review) to the department chair, school director, or designee, the student, and the instructor. A negative decision will end the appeal. A positive decision will trigger the next step in the process.

Step 3. Within 15 class days of a positive decision from the grade appeals screening committee, the department chair, school director, or designee will appoint and arrange for a meeting of a grade appeals board. The meeting should occur within that 15-class-day period, if practicable. The board is composed of three faculty members and two students other than those who served on the screening committee. These students should be either undergraduate or graduate students, depending on the enrollment status of the student challenging the grade.

The purpose of this board is to determine whether or not to uphold the final grade assigned by the instructor. The board will consider only the evidence provided by the student and the instructor in making the determination. The student, the instructor, and the department chair, school director, or designee may attend the meeting.

The grade will be upheld unless the evidence shows that the grade was awarded in an arbitrary, capricious, or discriminatory manner, as a result of a gross violation of the instructor's own evaluation (grading) statement. If the original grade is not upheld, the board will recommend that an alternative grade be assigned by the department chair, school director, or designee.

If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Office of Faculty Development and Advancement regarding referral to the Faculty Senate Student Academic Relations Committee.

Appendix A

Online Ed.D. Program Checklist

Student: _____

Term First Enrolled: _____

PROGRAM MILESTONES

Milestones	√	Date & Notes
Face to Face I		
Diagnostic Exam		
Face to Face II		
Preliminary Exam		
Prospectus		
Face to Face III		
Dissertation Defense		

FSU Non-Degree Student/External Transfer Coursework
(Only 12 hours may be used – Grade must be a “B” or better in order to be used towards the degree.)

Prefix and No.	Course Name	Semester Hours	Year and Semester Taken (List in chronological order, past to present)
Subtotal			
Semester in Which Graduation is Planned			
Total Graduate Hours + Dissertation			
Exams/Defenses			
Non- Degree Seeking Student/Transfer Credits			
Final Total			
Exam/Defense Schedule		Projected Date of Completion	Actual Date of Completion
Diagnostic/Qualifying Exam (required)			
Preliminary Examination (required)			
Prospectus/Pilot Study Defense (required)			
Dissertation Defense (required)			
Scholarly Engagement Policy			
Effective fall 2016, the doctoral residency requirement was replaced with the Scholarly Engagement requirement. Doctoral students are still required to complete a minimum of 24 dissertation hours and many students complete far more than this minimum. The Continuous Enrollment policy also still applies.			
The Scholarly Engagement requirement ensures that doctoral students are active participants in the scholarly community. Each academic unit with a doctoral program will include a program specific statement in its Graduate Handbook describing how its students can meet the Scholarly Engagement requirement annually.			
Supervisory Committee			
A minimum of 4 members who hold Graduate Faculty Status (GFS) at FSU is required – 2 members, including the major professor, must be from the major in which the student will receive a degree. One member, the University Representative, shall represent the graduate faculty at-large. Additionally, the University Representative must be a tenured member of the FSU faculty.			
**Committee Members (Signed and Typed)		Department/Major	Directive Status
Major Professor Signature:			GFS <input type="checkbox"/>
Typed Name:			
Member Signature:			GFS <input type="checkbox"/>
Typed Name:			
Member Signature:			GFS <input type="checkbox"/>
Typed Name:			
University Representative Signature:			GFS <input type="checkbox"/> TENURE <input type="checkbox"/>
Typed Name:			

Student Signature:	Date:
Department Chair:	Date:
Academic Dean:	Date:

**** College of Education
 Doctoral Student Program of Study
 Revised Deadlines – March 2017**

1. A doctoral student will submit to OASIS, no later than 12 months after enrollment, a completed Program of Study that includes the Major Professor and Department Chair signatures.
2. The two departmental committee member names and signatures must be submitted to OASIS in the semester in which the doctoral student is registered for the Preliminary Exam via the College of Education Supervisory Committee Revision Form.
3. The name and signature University Representative must be submitted to OASIS with the doctoral student's Dissertation Prospectus Clearance Form via the College of Education Supervisory Committee Revision Form.

Appendix C

Incomplete Grade Agreement



FLORIDA STATE UNIVERSITY

Incomplete Grade Agreement

Revised 4/28/2015

Department of _____

(A copy of this form must be completed for each "I" grade given)

Note: Incomplete ("I") grades should be recorded only in exceptional cases when a student, who has completed a substantial portion of the course and who is otherwise passing, is unable to complete a well-defined portion of a course for reasons beyond his or her control.

Student Information

_____	_____	_____
First Name	Middle Name	Last Name
_____	_____	_____
FSU Email Address	EMPLID	

Class Information

Instructor Name: _____	Phone: _____
Instructor Email: _____	
Full Course Number and Section: _____	Semester/Year Taken: _____ / _____
Work to be completed by the end of: _____ (Semester) _____ (Year)	
Default grade to be assigned if student does not complete academic work: _____	
Specific work to be completed: _____	

The "I" grade will be changed to the default grade if the work listed above is not satisfactorily completed by the semester indicated by instructor. Incomplete grades cannot be changed once a degree is posted.	

By signing below, the student has agreed to complete the work by the time specified, without further prompting from the instructor. If the work is not submitted by the due date, the grade will be changed to the default grade listed above.

Student Signature: _____ Date: _____
(attach email of agreement if student not available)

Instructor Signature: _____ Date: _____

- cc: Instructor – Original
- Student
- Student's Academic Dean
- Department Chair (offering the course)

Office of Admissions and Records | Room A3900 UCA | (850) 644-1050 (Phone) | (850) 644-1597 (Fax)

Appendix D

Doctoral Preliminary Exam Results Form



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION
Office of Academic Services and Intern Support

DOCTORAL PRELIMINARY EXAM RESULTS

Directions:

- Please type
- Submit one original to OASIS
- Submit one copy to student's department
- Student should retain one copy for his/her personal records
- Attach completed FSU Admission to Candidacy Form

TYPE OF EXAM:

Doctoral Preliminary

Exam/Defense for:

Student's Name

EMPLID

Choose one (drop down menu):

Department

Academic Plan/Major

Major Professor – printed name & signature

Exam Completion Date: / /

EXAMINATION FORMAT:

Written Oral

EXAMINATION RESULTS:

Passed Failed Conditional

Consenting Members:

printed name & signature

printed name & signature

printed name & signature

printed name & signature

Dissenting Members:

printed name & signature

printed name & signature

Conditions (if any):

Appendix E

Admissions to Candidacy Form

ADMISSION TO CANDIDACY FORM

**Florida State University
Office of Admissions and Records
282 Champions Way A3900**

Form fields must be typed.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Last Name	First Name	Middle Initial	FSU EMPLID <i>required</i>	FSUSN

The above named student has completed the following requirements for admission to candidacy including:

1. Enrollment for the preliminary examination on:
Semester/Year Course Prefix/Number
2. Passing the preliminary examination on:
Date

Choose One (Drop Down Menu):

Program/Department	Department Chairperson Signature
--------------------	----------------------------------

Registrar's Office Notes:

Registrar Action Student Data Posted:
Date/Initial