



FLORIDA STATE
UNIVERSITY

Education Policy and Evaluation

Ph.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 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).

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.

Students receiving an assistantship as a graduate assistant, research assistant, teaching assistant, or course mentor are subject to annual review (see Appendix E).

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.

Additional limitations. For doctoral students, tuition waivers may be used for pre-dissertation coursework for three academic years. For doctoral candidates, tuition waivers may be used for a maximum of 54 dissertation credits, or 6 semesters, with a 2-semester warning at 36 credits.

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 (850-644-6777).

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/>

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 Canvas and submitted to *TurnItIn* via Canvas.

The diagnostic exam is comprised 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 6th 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 6th 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 12th 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 12th 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 eighty-eight (88) credit hours, of which twenty-four (24) are required dissertation hours. Of the remaining sixty-four (64) credit hours, thirty-one (31) 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 two core courses (six 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)

Seminar

Students are required to enroll in the 0 credit hour PhD seminar course in the fall term of their first year of study.

EDH 6059 Proseminar in Higher Education and Education Policy (0 credits)

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 (9) credits from the following selection of courses.

EDF 5612 Anthropology of Education

EDF 5624 Economics of Education
EDF 5517 History of Education
EDF 5551 Social Philosophy and Education
EDF 5548 Philosophies of Teaching and Learning
EDA 5288 The Politics of Education
EDF 5630 Sociology of Education

HAPE majors should note that EDF 5548, EDF 5551, and EDF 5517 are required components of the HAPE core and cannot also count toward the ELP-level disciplinary requirement.

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 sixteen (16) 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)
EDF 6476 Advanced Qualitative Methods (3)
EDF 5649C Applied Educational Policy Analysis (3)

The faculty strongly recommend that this course sequence is followed: Fall 1: EDF 6486, Spring 1: EDF 6475, Summer 1: EDF 5400, Fall 2: EDF 5649C, Spring 2: EDF 6476.

Majors

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

- 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.

¹ 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)

Educational Leadership/ Administration (33 + Core)	Education Policy and Evaluation (33 + Core)
<p>Required Courses (9 hours) EDF 6576 Policy to Practice EDF 6666 Teacher Policy & Reform EDF 5887 Multicultural Education</p> <p>Electives (15 hours) <i>See the list on page 13</i></p> <p>Additional Research Courses (9 hours) EDF 5401 General Linear Modeling EDF 6471 Quasi-Experimental Data Analysis EDF 5414 Introduction to Large Scale Datasets EDF 5449 Survey Research Methods EDF 6479 Qualitative Data Analysis</p>	<p>Required Courses (9 hours) EDA 5288 The Politics of Education EDF 5461 Introduction to Program Evaluation EDF 6576 Policy to Practice</p> <p>Electives (15 hours) <i>See the list on page 13</i></p> <p>Additional Research Courses (9 hours) EDF 5401 General Linear Modeling EDF 6471 Quasi-Experimental Data Analysis EDF 5414 Introduction to Large Scale Datasets EDF 5449 Survey Research Methods EDF 6479 Qualitative Data Analysis</p>

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Major Course Requirements
(In addition to ELP Core)

History and Philosophy of Education (33 + Core)	International and Multicultural Education (33 + Core)
<p>Required Courses (9 hours) EDF 5517 History of Education EDF 5551 Social Philosophy and Education EDF 5548 Philosophies of Teaching and Learning</p> <p>Electives (18 hours) HAPE students will take a minimum of 12 of the 18 elective credits outside of the department in a relevant area of study. See the list on page 13 for within-department electives. All electives must be approved by the major professor.</p> <p>Additional Research Courses (6 hours) HAPE doctoral students must demonstrate competence in a research methodology appropriate to their area of specialization. This shall include at least two additional courses in a research methodology appropriate to inquiry in the history of education, sociology of education or philosophy of education. These disciplinary methods courses may be taken outside of the department, with the major professor's approval.</p>	<p>Required Courses (9 hours) EDF 5850 International Development Education EDF 5887 Multicultural Education EDF 5853 Comparative Education Policy</p> <p>Electives (15 hours) <i>See the list on page 13</i></p> <p>Additional Research Courses (9 hours) EDF 5401 General Linear Modeling EDF 6471 Quasi-Experimental Data Analysis EDF 5414 Introduction to Large Scale Datasets EDF 5449 Survey Research Methods EDF 6479 Qualitative Data Analysis</p>

Electives

Students in the four ELP doctoral majors may choose their electives from this list of courses, as well as additional electives that may be added or offered as special topics courses in the ELP program. Choices of electives must be approved by the Major Professor.

EDF 6576 Policy to Practice (*required for EDA, elective for other majors*)

EDF 6666 Teacher Policy & Reform (*required for EDA, elective for other majors*)

EDF 5089 Black and Latino Education

EDF 6865 Promoting Literacy in International Settings

EDF 5706 Gender and Education

EDF 5887 Multicultural Education (*required for IME, elective for other majors*)

EDF 5853 Comparative Education Policy (*required for IME, elective for other majors*)

EDF 5850 International Development Education (*required for IME, elective for other majors*)

EDF 5461 Introduction to Program Evaluation (*required for EPE, elective for other majors*)

Additional disciplinary courses from the list on page 9 also count as electives.

Students may take electives outside the department, with approval from their Major Advisor.

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 1st in the first academic year. A waiver does not apply to the ELP core courses. See Appendix B for the Credit Waiver Form.

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 they have 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. The remaining members, including the major professor, must all be faculty members in the Department of Educational Leadership and Policy Studies.

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 they have 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.

Academic Progress Expectations

All doctoral students are expected to take courses according to the Program of Study (POS), maintain a minimum of 3.0 GPA, and actively engage in dissertation research through frequent individual consultations with their major professors. In an annual review conducted during summer, a major professor will assess the progress of the student in writing and will make available copies of the annual review to the student, the departmental chair, and the academic dean. Major professors will use multiple sources of information including the student's scholarly engagement activities, coursework quality and grades, previous feedback given to the student, and the performance in milestone assessments (i.e., diagnostic, preliminary examination, prospectus) to evaluate the academic progress and to provide feedback on areas for improvement based on their expectations. Students are expected to discuss with their major professors to fully understand the major professors' academic expectations and feedback given to them for improvement before signing the annual review form. When a student is not making a satisfactory progress, a revised POS and/or an improvement plan (or a remediation plan) may be required at the time of annual evaluation.

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).

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 Canvas through *TurnItIn*.

Part 4, Oral Defense: Students orally defend their research proposal to the three departmental members of their respective Supervisory Committees.

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. Each response should be between 8 to 12 pages excluding the cover page and references, following the latest APA format. The exam will be accessed, managed, and submitted through Canvas (a site devoted to diagnostic and preliminary exams). In downloading and accessing the exam, students will be required to agree to the FSU Academic Honor code and submit their responses through *TurnItIn*. Students will have from Friday at 5 pm at the end of the first week of the semester to Monday at 10 am at the beginning of the third week of the semester to complete the exam.

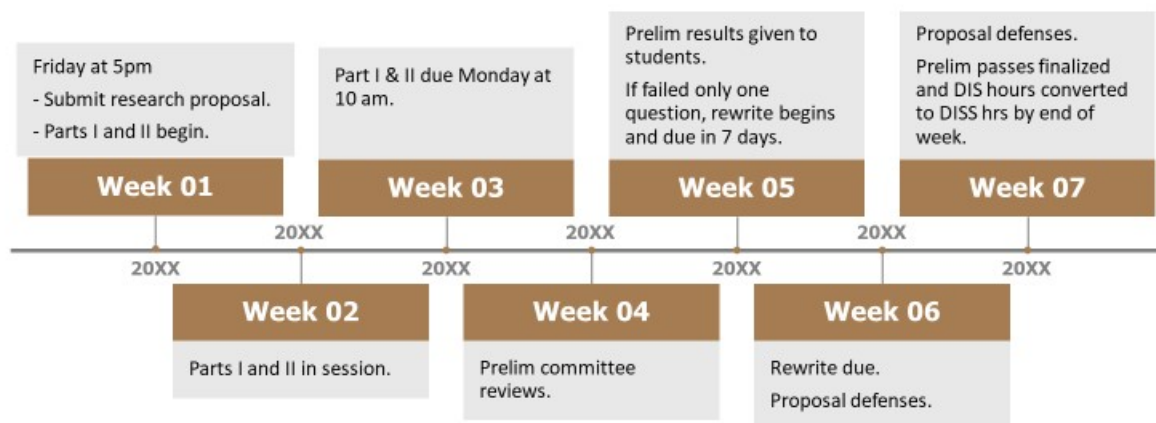
Part 3: Students must follow the research proposal guidelines (see Appendix C) and submit their research proposal of no more than 20 pages to *TurnItIn* via Canvas. Tables, figures, and reference lists are not counted towards the page limit. The research proposal is due by the start of the first day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

Part 4:

Students should schedule a defense of the research proposal during the sixth or seventh week. However, they may proceed with the scheduled defense only after receiving the results of Parts 1 and 2, passing all four questions.

Prelim Exam Timeline

Fall and Spring Calendar



C. Evaluation

Parts 1 and 2: The Exam Committee consists of three members of the faculty who 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 the advisee's exam review if serving on the committee during that year and will be replaced by another faculty member.

The Exam Committee will evaluate the students' responses on based on the rubric below (end of this evaluation section). The results will be announced to the student no later than the end of the fifth week of classes. Information to the students will include the committee's numerical assessment and additional qualitative feedback on each of the four questions. This will be the case for a student's initial attempt for the exam as well as for any subsequent rewrite or retake.

There are three possible outcomes of the exam:

1. If a student passes all four questions, the student may proceed with the oral defense of the research proposal (Part 4). This oral defense must occur by the end of the seventh week to convert any Directed Independent Study (DIS) hours to dissertation (DISS) hours. All students are required to successfully defend the research proposal submitted during the first week by the end of the semester to receive a passing grade.
2. If a student fails one question, the student will be given seven days to re-write and re-submit that question based on the committee feedback. If the

student then passes the question, the student may proceed with the oral defense. If the student does not pass that question, a failing grade will be given at the end of the semester.

3. If the student fails two or more questions, the student must retake the full preliminary exam in the subsequent offering of the exam. This retake must be recommended by the student's supervisory committee and approved by the academic dean's office, per FSU Graduate School Policy.

In the retake of the exam, there are three possible outcomes:

1. If the student passes all four questions, the student can proceed with the oral defense.
2. If a student fails only one question in the re-take, the student will be given seven days to re-write and re-submit that question. If the student then passes the question, the student may proceed with the oral defense. If the student fails the question again, the student is assigned a failing grade for the second time.
3. A student who fails more than one question will be assigned a failing grade.

In any retake, following the FSU Academic Honor Policy on multiple submissions, students are not allowed to submit the same response multiple times.

Parts 3 and 4: The student's supervisory committee will evaluate Parts 3 and 4, the research proposal and the oral defense. If the committee finds that the research proposal does not meet the appropriate standard, students will have one additional opportunity to successfully revise and re-defend no later than the 7th week of the following semester.

Failing Grade

A student who is assigned a failing grade after the retake by failing to pass all parts (1, 2, 3, and 4) is no longer eligible to continue in the program. However, they may apply for admission to another terminal degree program (e.g., Specialist) in the department. Application to the program and approval for completion of the new program will be reviewed by the program faculty case-by-case.

ELP Preliminary Examination Assessment Rubric

1. Rating

	Dimension	Content	Poor	Fair	Good	Very Good	Excellent
1	Knowledge	Demonstration of foundational knowledge of disciplinary content or research methods.	1	2	3	4	5
2	Application	Effective application of key disciplinary or methodological concepts to a specific topic or context through critical interpretation and analysis.	1	2	3	4	5
3	Writing	Analytical academic writing and organization in building a focused, logical and coherent argument with appropriate citations of relevant publications.	1	2	3	4	5
4	Professional Expectation	Follows the latest APA format and ELP prelim policy by responding to all questions within a specified length.	Unsatisfactory			Satisfactory	
5	Academic Honor	Follows the FSU Academic Honor Policy.	Unsatisfactory			Satisfactory	
FINAL DECISION		To pass, students must receive 3 or above in the first three dimensions and satisfactory in the last two dimensions.	PASS			FAIL	

2. Narrative Feedback

	Dimension	Comments
1	Knowledge	
2	Application	
3	Writing	
4	Professional Expectation	
5	Academic Honor	

D. Recommendations for Studying for Preliminary Exams

In the preliminary exams, the student is expected to show that they have 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 all 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 the most recent APA format.

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 the most recent 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

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 Hour Requirement

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 been cleared by the Manuscript Clearance office 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. Doctoral students, after completion of the preliminary exam and twenty-four credit hours of dissertation, must be enrolled for a minimum of three credit

hours per semester (of which at least two must be dissertation hours) until completion of the degree.

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

A student cannot defend the dissertation earlier than 4 months from the date of the departmental 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 Canvas 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 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.

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

All requirements for the doctoral degree must be completed within five calendar years from the time the student passes the preliminary examination and is admitted to candidacy. If the student's major professor and/or Departmental 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.

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.

Continuous Enrollment

Continuous enrollment at Florida State University is defined as enrollment without an interruption of two or more consecutive semesters (including Summer term). Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Students who are not enrolled at the University for two or more consecutive semesters (or consecutive semester and Summer term), and who are not on approved leave of absence, must apply for readmission before resuming their studies.

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. It is the policy of the Department of Educational Leadership and Policy Studies that doctoral students who become inactive must seek readmission in order to continue their degree program. Readmission is an option for students who have been inactive for two years or less. Students who were inactive for more than two years without a leave of absence must go through the regular admissions process.

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 indicated in the revised POS, and 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 program will make a readmission decision in consultation with the student’s academic advisor at the beginning of the fall and spring semesters.

If the student seeking re-admission had already passed the preliminary examination and been admitted to candidacy before becoming inactive, the student must also 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 set a date for the defense of the prospectus, in accordance with the Time Limit for Completion of Degree policy. The student must then

remain continuously enrolled (see section on *Continuous Enrollment*) by completing a minimum of two dissertation hours per semester (or three hours after completing 24 DISS hours) while completing all requirements for the doctoral degree within five years from the date of admission to candidacy.

If the student seeking re-admission had already passed the prospectus before becoming inactive, the student must also submit a specific timeline for graduation with submission due dates of dissertation chapters, in addition to the documents listed above for readmission. If the student passed five years since the preliminary exam, the student must follow the policy on time limit for completion degree above.

Leave of Absence

Under special circumstances, graduate students may apply for a leave of absence from the University for a specific period of up to three consecutive semesters (includes Summer term). The circumstances justifying a leave include, but are not limited to: personal or family medical conditions, call to active military duty, parental leave, death in immediate family, or completion of an off-campus internship. The student must provide appropriate documentation and a rationale for the leave request.

To apply for a leave of absence, a student must complete the Request for Leave of Absence Form at <https://gradschool.fsu.edu/forms> and submit it together with appropriate documentation to the major professor/advisor/Program Director. If the major professor/advisor/Program Director approves the application it should then be forwarded to the department head and subsequently to the college dean for consideration. If approved at all of these levels, the college dean should notify the Registrar and the Dean of the Graduate School of the decision. The college dean should also notify the student of the decision (approved or denied). The Registrar will place a notation on the student's record. A student who is denied a request for leave at any step may appeal the decision to the Dean of The Graduate School. Retroactive Leave of Absence Requests are not permissible.

An approved leave of absence preserves the student's academic status in their degree program, and the time off will not be counted against the time limits for awarding degrees. Consequently, registration is not required during the leave period and the student need not re-apply to the program to return to active status at the end of the approved leave period. A leave may be extended for additional consecutive semesters (includes Summer term). A student should apply for the leave extension no later than four weeks prior to the end of the final semester/term of the initial leave to allow time to consider and process the request. Extension of a leave is subject to approval of the program, college, and the Graduate School. The cumulative number of consecutive leave semesters (including summer term) shall not exceed six. The total consecutive or non-consecutive leave time a student is not registered in the program shall not exceed twenty-four months. At the conclusion of the approved leave, a student must enroll at Florida State University and return to active status no later than the start of the next academic semester. Students cannot be on leave during their semester of graduation and must be registered for a minimum of two hours that semester.

A student on a leave of absence may terminate the leave at any time prior to the approved ending date. In such cases the student would be immediately subject to the continuous enrollment and registration policies. Students returning from a leave of absence of more than one year will be required to disclose any legal or campus disciplinary charges that arose during the leave and provide updated contact and mailing address, residency documentation, and other biographical information as required by the University for reporting and processing purposes.

While on leave a student will not have access to campus facilities and personnel. This means a student will not have access to labs, libraries, and online resources that require an FSUID. Students on leave cannot remain in student housing. There is no guarantee that financial aid will be continued. Students with financial aid or student loans should confer with the Financial Aid Office and review their loan agreements prior to requesting a leave of absence to ascertain the consequences a leave will have on their loan status. University assistantship and fellowship support will be discontinued for the duration of the leave. Programs are not obligated to reinstate funding support that was provided prior to the leave though they are encouraged to do so if funds are available. Students receiving external support, e.g., an NSF Graduate Research Fellowship, should check the terms of the award to determine the impact of being on leave. In-state residency status may be impacted if the student moves out of the State of Florida, and then returns to resume the degree program. Students should seek guidance from the Registrar on the potential impact on in-state residency. International students should check with the Center for Global Engagement to determine if a leave would adversely affect their visa status. Students should also consider other factors that might impact their circumstances upon their return to active status. For example, a major professor might depart the University, or under extreme circumstances a degree program might be suspended or terminated. The University has an obligation to provide a path to completion for enrolled students as well as students on a formally approved leave of absence.

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 System

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Vice President for Faculty Development and Advancement.

Step 1. Within fifteen 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 fifteen-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 fifteen-class-day period, after the student's documented attempt, the student has an additional ten 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 twenty 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 twenty-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 calendar days after this meeting, the screening committee will render its decision in writing (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 fifteen 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 fifteen-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 of the 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.

Note: For additional information regarding general grading practices and approvals, please refer to the 'Grading Practices' section in the "Academic Regulations" chapter of the *General Bulletin*.

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

Equivalent Graduate Coursework	Course Waived	Credit Hours
<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

Note: Waivers are not officially approved until form is signed by committee chair and members.

 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 pages² 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.

² 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 questions³ 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.?

³ 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: _____

APPENDIX E – Assistantship Evaluation Form



THE FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Leadership & Policy Studies

**Evaluation form for Graduate Assistants, Research Assistants, Teaching Assistants, and
 Course Mentors**

Name: _____ Position: _____

Evaluation areas	Outstanding	Good	Satisfactory	Needs improvement	Not applicable
Followed instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Met deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed tasks according to position description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability and attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked well with faculty, staff, and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral and written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptive to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervisor comments (please use this space to provide additional detail about the graduate student's work responsibilities and performance)

These signatures indicate that the GA/RA/TA/CM has read the assessment and discussed it with their supervisor. The signatures do not imply agreement with the content.

Supervisor: _____ Date: _____

Student: _____ Date: _____