College of Education

Department of Educational Leadership and Human Services

Ph. D. in Educational Leadership

CANDIDATE HANDBOOK

Dr. Ada P. Burnette, Chair, Department of Educational Leadership & Human Services
Dr. Genniver C. Bell, Dean, College of Education
Dr. Chanta Haywood, Dean, School of Graduate Studies
Dr. Cynthia Hughes-Harris, Provost and Vice President for Academic Affairs
Dr. James H. Ammons, President

December 2010

Revised 12/9/2010
Introduction

Congratulations! If you are reading this handbook, you have likely successfully completed the interview and screening processes and have been admitted to the Ph. D. program in Educational Leadership at Florida A&M University. We are pleased that you have selected our program and are confident that your experience with us will be challenging and intellectually stimulating.

As a candidate, you are a part of a developing Ph. D. program. Approved by the Board of Regents in 1997; the Doctor of Philosophy (Ph. D.) degree is a nontraditional program offered by the Department of Educational Leadership and Human Services to qualified applicants who desire to acquire the critical knowledge, methodologies and skills to become transformational leaders. What is most distinctive about FAMU’s Ph. D. program in Educational Leadership is that it prepares educational leaders to take a proactive role in developing educational systems and cooperative partnerships to address society’s human resource needs, particularly in rural and urban settings, for the 21st century and beyond.

Critical to the success of the Ph. D program are the faculty members in the Department who are an impressive combination of academicians and practitioners. While all are accomplished teachers, some are also noted scholars who serve on regional and national boards and commissions while others have records of outstanding experience as administrators at the school, district, higher education, and state levels. All stand ready to assist and support you in your efforts to meet the requirements for the Ph. D. degree.

This handbook is designed to provide candidates with information about policies and procedures that govern the Ph. D. program. We ask that you regard this handbook as a work in progress. As our program continues to develop, we will regularly update the handbook to reflect the changes. We invite you to assist us by providing us with suggestions for how it might be improved. To that end, if you have any suggestions or feedback, please provide this information to the Department Chair. We trust that the information provided will be helpful to you.

We have made every attempt to ensure that nothing contained in this document is inconsistent with the rules, policies and procedures of the University and the Graduate School. Should there be inconsistencies, however, the rules, policies, and procedures of the University and Graduate School will supercede those of the Department. It is the responsibility of all candidates to have an understanding of all rules and regulations outlined in the Florida A & M University Catalog.

This handbook is not a contract with candidates. Rather, it serves as a guide and is subject to revisions as policies, rules, and regulations change at the Department, College, Graduate School, University, Board of Trustees, and state and federal educational agencies. Should changes occur, every attempt will be made to inform candidates in a timely manner.

We assure you that an exciting journey awaits you. Enjoy the trip!
EDUCATIONAL LEADERSHIP FACULTY

Genniver C. Bell, Ed. D., Clark Atlanta University, Dean, College of Education and Professor, Educational Leadership

Ada Puryear Burnette, Ph. D. Florida State University, Chair, Professor, Department of Educational Leadership and Human Services

Oare’ Dozier-Henry, Ed. D. University of Massachusetts, Professor, Educational Leadership

Dr. Lavetta Henderson, Ed. D. Nova Southeastern University, Assistant Professor, Educational Leadership

Warren C. Hope, Ed. D. Florida State University, Ph. D. Program Coordinator, Professor, Educational Leadership

Elizabeth Davenport, Ph. D. University of Michigan, Professor, Educational Leadership

Patricia Green Powell, Ph. D. Florida State University, Associate Professor, Educational Leadership

Ghazwan Lutfi, Ph. D., Florida State University, Professor, Educational Leadership

PROGRAM ADMINISTRATION

Dr. Warren C. Hope, Ph. D. Program Coordinator

Dr. Ada P. Burnette, Department Chair, and M. S./M. Ed. Degree Program Coordinator

Dr. Genniver C. Bell, Dean, College of Education

Dr. Cynthia Hughes-Harris, Provost and Vice President for Academic Affairs

Dr. James H. Ammons, President, Florida A&M University
Educational Leadership Faculty and Staff

**Dr. Genniver Bell:** Dr. Genniver C. Bell: Professor and Dean of the College of Education. Dr. Bell has been committed to excellence in education throughout her dynamic career. She holds a B.A. in Art from Oral Roberts University in Tulsa, Oklahoma; and, a M.A. in Educational Leadership and Policy Studies, and an Ed. D. in Educational Administration and Supervision from Clark Atlanta University in Atlanta, Georgia. Immediately prior to becoming Dean of the College of Education at FAMU in 2008, Dr. Bell served as Associate Professor in the Department of Educational Leadership and Foundations at Fayetteville State University in Fayetteville, North Carolina. She served as Chair of the Department prior to that appointment and led the team through a successful NCATE accreditation of the Graduate School of Administration and Doctoral Educational Leadership programs. While at Fayetteville State University, Dr. Bell also served as the Editor of *the Facilitator*, a peer reviewed journal published by the School of Education. She was a Faculty Senator and served as one of two Faculty Assembly Delegates to the University of North Carolina Faculty Assembly. Among Dr. Bell’s other faculty experiences was her service as a tenured Professor of Educational Leadership at Point Loma Nazarene University in San Diego, California and as Editor of *Education Leadership and Administration: Teaching and Program Development*, a refereed journal of the California association of Professors of Educational Administration. Dr. Bell was Director of the Graduate Center for Western New Mexico University in 1990, a state consultant for the Department of Education, and a School Administrator for the New Mexico Commission of Higher Education. She also served as the Director of Faculty Services in the Office of the Provost at the University of New Mexico and as Executive Director of the New Mexico Project Leadership in Educational Administration and Development (LEAD). Her expertise is in higher education policy issues, faculty issues resolution, professional development programs, organizational behavior, legislative processes, and accreditation. Dr. Bell’s special interests include social justice, school reform, public policy, and advocacy. Her life’s work has clearly been one in which she demonstrated a wealth of knowledge and competencies as a public school teacher, university professor, and administrator who made a difference in every position which she has held. She has clearly demonstrated excellence, insight, and leadership in her outstanding career.

**Dr. Ada Puryear Burnette:** Professor and Chair, Department of Educational Leadership and Human Services. Dr. Burnette received her Ph. D. in Educational Administration from Florida State University. She holds a Bachelor of Arts degree in Mathematics and took teacher education courses from Talladega College and earned a Masters of Arts in Reading from the University of Chicago. She has studied at Chicago State University in Elementary Education, and at Texas Southern University and many other schools as well as hundreds of workshops in a variety of topics. She is a Certified Public Supervisor and a Certified Public Manager from Florida State University. She also holds a Florida Educators Certificate in five five areas. Dr. Burnette has served as a public school teacher, a reading clinic founder and director at Norfolk State University and Tuskegee University, a freshman mathematics coordinator at Fisk University, an Education Division Head during the absence of the Head and the Graduate Division Head at Bethune-Cookman College, the first superintendent of the FAMU Developmental Research School District, Interim Department Chair and Professor at
Florida A&M University, first African American Administrator in the Florida Department of Education in modern times, and coordinator of off-campus programs at Valdosta State University. She also has experience in the private sector. She was the first teacher in the FAMU Ph. D. program in Ghana, West Africa. She is in the FAMU College of Education Gallery of Distinction. Her research interest are in health issues, and she has authored work in children's literature, brain research, teaching and learning, FELE and leadership.

Elizabeth K. Davenport: Professor. Dr. Davenport, Ph. D., J. D., LL. M. is a graduate of Michigan State University’s (MSU) College of Education, receiving a doctorate in Teacher Education, Curriculum, and Social Analysis. Dr. Davenport holds a Bachelor of Arts degree in Education and a Juris Doctorate from the University of Michigan and an LL.M from New York University School of Law. She also has Master's degrees in Telecommunications and Adult, Lifelong, and Continuing Education from Michigan State University. Before coming to Florida A&M University, she was an Associate Professor and the Coordinator of Elementary Education for the Center for the Professional Development of Teachers at Texas A&M University-Kingsville. Dr. Davenport’s research interests are K-12 teaching and learning, African-centered education, the integration of technology in to K-12 classroom, Affirmative action and constitutional law, and educational policy.

Dr. Patricia Green-Powell: An Associate Professor joined the faculty in August 2005. She received her Ph.D. in Educational Administration/Leadership from Florida State University and a M.S. from Florida State University in the area of Educational Administration/Leadership. Prior to joining the faculty, Dr. Green-Powell served as Vice President for Candidate Affairs at Bainbridge College. She brings over 25 years of experience in various educational leadership capacities. Dr. Green-Powell’s previous academic appointments were as Director of Candidate Services, School of Business at Florida A&M University, and Program Director for Teacher Education Program Approval at the Florida Department of Education, and Director, Florida Adult Literacy Resource Center for Florida State University. Additionally; she worked as a Speech and Hearing Therapist in the local public schools. She has been a member of the National Council on Accreditation of Teacher Education for the past ten years. Dr. Green-Powell is a trained Mediator. She has taught various courses in the area of teacher education. She is the author of, “Methodological Considerations in Field Research in the context of Six Case Studies with Black Female Principals”. She has authored and co-authored many academic articles, technical reports and publications.

Dr. Lavetta Henderson: Assistant Professor. Dr. Henderson joined the faculty in August 2010. She received her Ed. D. in Educational Leadership from Nova Southeastern University in 2004. She holds a Master’s of Science in Educational Supervision and a Master’s of Science in Intermediate Education from North Carolina Agricultural and Technical University, and a Bachelor of Science in Intermediate Education from Elizabeth City State University. Dr. Henderson also holds a Florida Professional Educator’s Certificate in six areas, as well as a North Carolina Professional License in ten areas. Prior to joining the Educational Leadership and Human Services Department, Dr. Henderson’s professional career was in public schools where she served in several roles including Interim Superintendent in two school districts, Associate Superintendent in two school districts, Assistant Superintendent in two school districts, Director of Instruction, and Teacher in three school districts.
Dr. Oar’e Dozier-Henry: Professor. Dr. Dozier-Henry received her doctorate in Instructional Leadership from the University of Massachusetts at Amherst. Prior to joining FAMU’s faculty in 1991, she taught courses at the University of Massachusetts at Amherst and was also an administrator at Bethune-Cookman College and at the University of South Florida/New College. In 1997, Dr. Dozier-Henry was awarded a Fulbright fellowship to study in Senegal and Cote d'Ivoire. Her research interests center on worldview studies, African-centered education and its history, optimal human development, and the role of culture in learning.

Dr. Warren Hope: Professor and coordinator of the Ph. D. program in Educational Leadership. Dr. Hope received his Ed. D. in Educational Leadership from Florida State University. Prior to joining the faculty at FAMU, he was an Assistant Professor, Teacher Education at Georgia Southwestern State University, an elementary school principal and middle school teacher. Dr. Hope served as the director of the Ghanaian Doctoral Initiative, A Partnership Between FAMU and the University of Cape Coast in 2000. He has conducted research in the areas of the principalship, computer technology, service learning in middle schools, and educational policy.

Dr. Ghazwan Lutfi: An Associate Professor. Prior to joining the faculty in the Fall semester 2002, Dr. Lutfi served as the in-house expert on survey and assessment for the Florida Department of Elder Affairs. He received the PhD degree in 1990 from Florida State University. Dr. Lutfi has been a classroom teacher and statistical consultant.

Department Staff

Mr. Augustus Mitchell: Office Manager. Mr. Mitchell has a Bachelor’s degree from FAMU in Sociology and minor in Psychology. Outside of FAMU, he owns a “Green Cleaning” Janitorial Service and works with community based and non-profit organizations in deprived communities throughout the Big bend area. He also conducts parent workshops on various topics at Title I schools in Leon County.
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The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
Educational Leadership
Mission Statement

Educational Leadership Mission Statement

The mission of the Educational Leadership program at Florida A&M University is to provide learning experiences in a best practices, constructivist, and reflective environment that facilitates candidates’ development of a repertoire of performance capabilities and values that enable them to satisfy public education’s demand for well-prepared educational leaders.

I. Admission

The admissions process for the Ph. D. in Educational Leadership occurs once each year. To be considered for admission into the Ph. D. in Educational Leadership program, applicants must possess a Master’s degree and GPA of 3.0 from an accredited institution and have submitted the following documents to the Ph. D. Admissions Committee by December 31: 1) A completed graduate application FAM 5100 (First time admission to FAMU) or FAM 5101, [readmission], 2) Official copies of all undergraduate and graduate transcripts as well as transcripts for work completed in post-secondary institutions for which no degrees were awarded, 3) An official copy of results of the Graduate Record Examination (must have been taken within the last 5 years), 4) Three (3) letters of reference from professionals who can assess the applicant’s ability, 5) A statement of not more than 1000 words in which the applicant discusses his or her professional goals, 6) Copies of teaching or other professional certificates (A teaching certificate is not required for admission to the program), and 7) Samples of published work, if any, and/or other writings.

Applicants are advised of acceptance into the Ph. D. in Educational Leadership program by letter from the chair of the Department of Educational Leadership and Human Services. A recommendation for admission to the program is forwarded to the Chair from the Ph. D. Admissions Committee. A recommendation from the Admissions committee follows the committee’s documents review, selection, and screening processes. Admission to the Ph. D. program is official when an applicant signs and returns the Acceptance Letter to the Chair of the Department of Educational Leadership and Human Services. Acceptance into the Ph. D. program is for the specified year and cohort only.

II. University Policies

Academic Honor Policy

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written inside or outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other
conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Candidates are encouraged to secure a copy of the most recent FANG, The Florida A&M University student handbook from the Office of Student Life. Among other information, this document specifies student rights and responsibilities.

III. Orientation and Required Meetings

Prior to commencing course work leading to the Ph. D. degree candidates attend mandatory orientations. Generally, there is at least one orientation session. Orientation session(s) may occur during the months of July and August. In addition to the Ph. D. orientation sessions, mandatory meetings will be held during each semester. Failure to attend mandatory meetings may result in substantive consequences.
IV. Assistantships

Each year a limited number of assistantships are offered in the Ph. D. program through the School of Graduate Studies and the College of Education and the assistantships are competitive in nature and those offered assistantships are expected to work 20 hours per week and also engage in research and instruction. Normally, a candidate matriculating with an Assistantship will be assigned to a faculty member and/or Department Chair. Candidates seeking an Assistantship should consult with the Program Coordinator for additional information, forms, and procedures. Another option for candidates is to seek employment with the FAMU DRS. If employment is sought, a 3 year commitment is recommended. Candidates may also desire to become a substitute teacher at the DRS or to seek employment in surrounding schools or school systems.

V. Enrollment

Candidates admitted to the Ph. D. program in Educational Leadership are first enrolled in the fall semester. All candidates accepted into the Ph. D. program are expected to enroll each semester through the completion of course work (54 semester hours). Given that the Ph. D. program is predicated on the cohort model, a candidate not enrolled continuously each semester jeopardizes his or her timely completion of the program. Any course work not taken during the semester offered for the cohort will not be offered again until the scheduled time for the next cohort. Students who fail to register for any semester must request a leave of absence from the Department Chair. Failure to register and/or request a leave of absence may result in dismissal from the program.

VI. Candidate Advisement

A faculty advisor will be assigned to each candidate accepted into the Ph. D. program in Educational Leadership. The faculty member will serve as the candidate’s advisor usually until the composition of the dissertation committee, which occurs after passage of the comprehensive examination. The candidate or the faculty advisor may request the Program Coordinator to make an advisor change. This change must be made in writing to the Program Coordinator with a copy to the Department Chairperson. The assignment of a faculty advisor does not preclude consultation with other faculty members should candidates seek such consultation.

VII. Candidate Dispositional Feedback Form and Dismissal From the Ph. D. program

Candidates admitted to the Ph. D. degree program in Educational Leadership are expected to exhibit exemplary professional behavior and demeanor at all times. Candidates are subject to the obligations and duties that accompany membership in the academic community. Failure to abide by the University’s Student Code of Conduct and the Florida Educator’s Code of Ethics is a serious matter and violations are subject to disciplinary action. Behavior that evidences in late to class, lack of attendance, grade point average below a 3.0, failure to
cooperate with professor and cohort members, disrespect directed toward faculty members and cohort members and negative expressions about the program, department, College, and University are subject to disciplinary action, which could result in dismissal from the program. A Dispositional Feedback Form (DFF) has been developed to capture candidate behavior as he or she matriculates through the program. Candidate behavior that is incongruent with the expectations associated with the exemplary professional and faculty expectations will be recorded using the DFF. The professor who issues a DFF to a candidate will meet with the candidate to discuss the incongruent behavior and decide upon an appropriate conclusion. The candidate may also be requested to meet with the Educational Leadership faculty depending on the severity of the breach of candidate conduct. Candidates will be notified in writing of the Educational Leadership faculty’s decision or recommendation within 14 work days of the meeting. Candidates in all instances are responsible for demonstrating behavior that conforms to the highest degree of integrity and responsibility.
Graduate Disposition Form

Advanced Level
Candidate’s Name: ___________________ Student ID: ____________ Program Area: _____________________

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Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior (Please use a ✔ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

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Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✔ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.
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**Professional Practice: The Other Professional Educator Candidate**

demonstrates professional practice (Please use a ✓ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

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**Systematic Thinking: The Other Professional Educator Candidate**

demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.
Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. Is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. Presents oneself in a professional manner both in demeanor and appearance.
   d. Handles feelings appropriately (emotional management).
   e. Maintains integrity and high professional standards.
   f. Works in a reliable, dependable manner, utilizing initiative.
   g. Seeks opportunities for professional development and actively participates in professional organizations.
   h. Demonstrates academic honesty.

II. Effective Communication
   a. Communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
   b. Is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
   c. Is willing to share information and ideas in a mutually respectful manner.
   d. Utilizes and models active listening and appropriate feedback skills.

III. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices
   a. Is curious, willing to experiment with new ideas and techniques, and is receptive to change.
   b. Analyzes and evaluates concepts and clinical practices.
   c. Experiments, evaluates, and initiates innovative practices.
   d. Demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
   e. Recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
   f. Is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.
   g. Continually deepens knowledge of practice and student learning.
   h. Understands the roles of assessment, including the roles of standards and outcomes in assessment.

IV. Systematic Thinking
   a. Critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
   b. Thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
   c. Thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
   d. Conducts self assessment through reflection in problem solving.
VIII. The Ph. D. Course of Study

The Ph. D. program in Educational Leadership consists of a combination of course work (a minimum of 54 semester hours), a written comprehensive examination (0 semester hours), EDA 7935 Seminar Research Proposal, a dissertation proposal, dissertation credit hours (minimum of 15), and the successful completion of a dissertation and defense. Candidates proceed through the coursework as members of a cohort for the first two calendar years. Classes in the Ph. D. program are presently scheduled from 8 AM-5:30 PM on Saturdays. Candidates in the program should dedicate all Saturdays in each academic semester for Ph. D. classes. Beginning in 1998, some courses may be scheduled on days other than Saturday. The following table outlines the courses and the semesters in which the courses are currently offered. It should be noted that the list of offerings and sequence are subject to change or change classes to those not listed in the chart. Educational Leadership faculty members may offer a different combination of courses for a given semester based on curriculum evaluation. Note: Candidates enroll for EDA 7905 Directed Independent Study (1-6 hours) in the semester for which they take the Comprehensive Examination.

Tentative Sequence of Doctoral Courses by Semester

<table>
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<tr>
<th>Yr/Sem</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1/fall</td>
<td>EDA 6216 Leadership and Communications Technology</td>
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<td>EDA 6421 Advanced Research Methods</td>
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<td>EDA 6278 Self &amp; Interpersonal Contexts in Teaching/Learning Organizations.</td>
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<td>EDA 6064 Organizational Behavior</td>
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<td>EDA 7405 Quantitative Research Methods I</td>
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<td>EDA 7406 Quantitative Research Methods II</td>
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<td>EDA 6215 School &amp; Community Relations</td>
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<td>EDH 6635 Overview of Higher Education</td>
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<td>2/fall</td>
<td>EDA 6289 Politics and Policy Making Local to Global Levels</td>
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<td>EDA 7233 Legal Issues in Educational Policy</td>
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<td>EDA 6191 Race, Class and Gender</td>
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<td>EDA 7415 Qualitative Research Design</td>
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<td>EDA 6260 Facilities and Other Auxiliary Services</td>
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<td>EDF 6074 Comparative Leadership Issues</td>
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<td>EDA 6061 Effective School Organizations</td>
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<td>EDH 7307 Curriculum, Instruction and Distance Learning in Higher Education</td>
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<td>EDA 6240 School Finance and Public Policy</td>
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<td>3/fall</td>
<td>Candidates Register for EDA 7955 Directed Independent Study (1-6 hours) &amp;</td>
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<td>Comprehensive Exam EDA 7967 (0 hours)</td>
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<tr>
<td>3/spr</td>
<td>EDA 7980 Dissertation (6 hrs)</td>
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<td>4th fall</td>
<td>EDA 7980 Dissertation (3 hrs)</td>
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IX. Registering for Courses

Candidates register for courses via www.famu.edu. Candidates in the Ph. D. program are fulltime and must register for 9 semester hours. Candidates in the Ph. D. program in Educational Leadership are assigned to courses and dissertation sections. All courses and classes are by permission. Prior to the beginning of each semester, the Ph. D. Program Coordinator will provide candidates taking classes with course and reference numbers. For candidates at the dissertation phase of study, the program coordinator will provide the appropriate EDA 7980 section and reference number to be used for registration.

X. Grading

1. At the doctoral level, candidates are expected to achieve at a high level of scholarship. An overall 3.0 grade point average is required in order to graduate from the program. Only a grade of “B” or higher is acceptable for required courses. A required course must be repeated if a grade lower than a “B” is received. Candidates will only be allowed to repeat a maximum of two “C” or below grades in required courses. All doctoral courses are designated as required. Educational Leadership program faculty members will submit a copy of course grades for each semester to the Ph. D. Program Coordinator and the Department Chair.

2. A candidate whose overall GPA drops below a 3.0 will be placed on probation for one semester. The candidate on probation will receive a letter from Graduate Studies and the Department Chair. A candidate who does not remedy the GPA problem in the succeeding semester will be suspended from the FAMU Ph. D. in Educational Leadership program.

3. Because of the rigorous nature of doctoral study, the “I” grade for medical circumstances has limited applicability in the Educational Leadership Ph. D. program. Candidates are expected to perform at a high degree of proficiency in the discipline. That proficiency is obtained through prolonged engagement with the knowledge base and course content, extensive interaction with course professors, and engagement with members of the cohort. The structure of the Ph. D. program also limits the use of the “I” grade for medical circumstances. Candidates are full-time, that is, they enroll for nine hours each semester. Graduate School policy requires that an “I” grade must be changed prior to or during the semester following the semester in which the “I” grade was received. Any “I” grade not converted in the semester that follows the semester in which the “I” grade was received changes to an “F” grade. Given that Ph. D. candidates are full-time (9 semester hours/three courses) it does not follow that an “I” grade can be rectified during a semester in which a candidate is enrolled in classes full-time. The following have been established as guidelines relative to the “I” grade for medical circumstances:

a). The “I” grade is not an appropriate option for long term (when the candidate will be absent for more than two class meetings) health/medical related circumstances. The “I” grade for a course is to be considered when the health/medical circumstance is a short-term event occurring after the University established date to withdraw from a course.
b). For consideration of the “I” grade, the duration of the health/medical circumstance must not exceed two class meetings. The “I” grade is not to be considered when a candidate will miss more than two class meetings because of the health/medical circumstance. Withdrawal from the course is recommended when the candidate will miss two or more class meetings because of a health/medical circumstance.

c). For consideration of the “I” grade, the candidate must have successfully completed the majority of the course requirements with a “B” or better grade. Two class meetings or less must also be taken into consideration.

d) The candidate should consult with the course professor regarding the option of the “I” grade. The Ph. D. Program Coordinator and Department Chair should be consulted when a candidate is considering a request for an “I” grade.

4. A grade of “U” in any phase of the dissertation process shall require the candidate to be placed on probation for one semester (p. 244 FAMU 2008-2010 Catalog). A second “U” grade in the dissertation process may warrant termination of the candidate’s degree seeking status (p. 244 FAMU 2008-2010 Catalog). The dissertation committee chairperson will submit in writing a recommendation for termination, if deemed required, to the Educational Leadership full-time faculty. The final determination of termination will be made by the Educational Leadership faculty and transmitted in writing to the Department Chair who will transmit the recommendation and decision to the Dean of the College of Education who will take appropriate action and inform the Dean of the School of Graduate Studies and Research and the Department Chair.

5. A candidate will be permitted one unexcused absence per credit hour of the course in which he or she is enrolled (e.g., a candidate can have a maximum of one unexcused absence for a three (3) hour course). A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F.” Students may be readmitted to the class with the Dean’s and the instructor’s permission (Florida A&M University Catalogue, p. 31.).

6. All candidates should be familiar with the University's policy on academic integrity. Plagiarism is a serious breach of academic integrity. Plagiarism (a) involves giving the impression that a candidate has conceived in mind, written or produced literature that is in fact the product of someone else, (b) is to present another person's words, information, or ideas as if they were your own, and (c) is the intentional or unintentional use of the work of other persons, copying (in whole or in part) the work or data of other persons, or presenting substantial extracts from written, printed, electronic or other media in a candidate’s written, oral, electronic/on-line or group assignment work without proper acknowledgment. The penalty for plagiarism ranges from a reprimand to dismissal from the University. Educational Leadership program faculty members view plagiarism as unacceptable and a serious assault on academic integrity. Educational Leadership faculty members will make a determination relative to the event of plagiarism according to its severity. The severity of plagiarism is delineated into three categories, inadvertent (one event of failure to appropriately cite), significant several instances within the document of failure to appropriately cite), and flagrant (many instances of failure to appropriately cite throughout the document). Penalties for plagiarism are (a) written reprimand recorded on the advanced candidate disposition
form, (b) assigning an “F” grade on the specific assignment in which plagiarism was detected, (b) assignment of a “F” grade for the course, and (c) recommendation of dismissal from the program. Plagiarism is also grounds for exclusion from the University. Candidates are encouraged to discuss questions and concerns about plagiarism and what constitutes plagiarism with the faculty member teaching the course.

7. The narrative that follows explains the defense announcement and grading procedure that will be used when the candidate transitions to the dissertation oral defense. The defense is a public event and must be announced in writing 10 calendar days prior to the defense date. All dissertations must be submitted to the Ph. D. Program Coordinator prior to the major professor scheduling a dissertation defense. The Ph. D. Program Coordinator will make a recommendation of proceed or not to proceed with the defense within 10 calendar days after receipt of the dissertation that will be defended (See Department’s Office Manager for the Thesis/Proposal/Dissertation defense form). Upon the Ph. D Program Coordinators recommendation to proceed to dissertation defense the chair of the candidates committee will then schedule the defense. The major professor cannot schedule a defense until notified by the Ph. D. Program Coordinator to proceed with defense. Upon the recommendation to proceed to defense, two copies of the dissertation must be accessible in the Department’s office. A copy of the dissertation with the completed defense approval form attached to the document must be submitted to the Ph. D. Program Coordinator, dissertation chair and all committee members, Department Chair, Dean of the College of Education, and Dean of the Graduate School and Research. The dissertation must be on display for 10 calendar days prior to the defense. The Proceed to Defense form must accompany the dissertation on display. All committee member signatures must appear on the form, which is their consent for the dissertation defense to proceed. The dissertation defense in all instances will be scheduled no later than “30 calendar days” before grades are due for the semester in which the defense takes place (see deadline dates in University publications and Ph. D. program documents).

Candidates have 15 calendar days after the date of defense to make all revisions required by the dissertation committee. The dissertation chair is responsible for providing a written statement of the required revisions to the Ph. D. Program Coordinator. A candidate who fails to make required revisions within the 15 day time will not graduate until the following semester. If a candidate fails to make required revisions during this 15 calendar day window and does not submit the revised dissertation to the committee and Ph. D. Program Coordinator, then the major professor will assign a grade of “DP” (dissertation pending) for the end of semester grade. In addition to completing the required dissertation revisions, the candidate will also have to apply for graduation in the subsequent semester. Once the candidate has completed the recommended revisions, within the 15 day calendar window after the defense, a copy must be given to the Ph. D. Program Coordinator for review and recommendation to the Department Chair and Dean of the College of Education. The Ph. D. Program Coordinator will make a recommendation of approved or not approved within 10 calendar days following receipt of the revised dissertation. The major professor will assign a grade of “S” as the final grade when the dissertation committee has accepted the recommended revisions, the Ph. D. program Coordinator has reviewed and made a recommendation of approval to the Department Chair and Dean of the College of Education, the signature page has been signed by the dissertation committee members, the Department Chair, Dean of the College of Education, Dean of the
Graduate School and Research and transmitted to Graduate Studies for binding (See Sample Ph. D Deadlines).

**Note:** It is the candidate’s responsibility to be informed of program, college, and University deadlines. The Dissertation Committee Chair (Major Professor) must submit the defense outcome form to the Department Chair for the Deans of the College of Education and Graduate Studies and Research for signatures.

Candidates may be dismissed from the program for violation of professional and ethical standards as described by the University, College of Education, the Educational Leadership program, Course syllabus, and the state of Florida’s Professional Code of Ethics.
Department of Educational Leadership and Human Services  
Prospectus and Dissertation Proceed to Defense Approval Form

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<td>Location of Thesis/Prospectus/Dissertation Defense:</td>
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**COMMITTEE APPROVALS***

**DISSERTATION CHAIR:**

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**COMMITTEE MEMBERS**

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**Educational Leadership Program Coordinator Approval**

Program Coordinator: SIGNATURE DATE

**Department Chair Approval**

Department Chair: SIGNATURE COLLEGE DATE

**Dean of the College of Education Approval**

DEAN: NAME SIGNATURE COLLEGE DATE
Ph. D. Program in Educational Leadership
Fall 2009 Deadlines

Apply for Graduation: August 24-29, 2009

Suggested date for dissertation submission to committee members and Ph. D. Program Coordinator: October 12, 2009

Last day to submit Dissertation to committee members and Ph. D. Program Coordinator: October 22, 2009

Ph. D. Program Coordinator’s recommendation/The Ph. D. Program Coordinator must give approval for a dissertation defense to take place. The dissertation must be on public display for 10 calendar days prior to the dissertation defense: October 30, 2009

Last Day to place Dissertation on Public Display. The dissertation must be on public display for 10 days prior to the dissertation defense: November 12, 2009

Dissertation defense window/ The Ph. D. Program Coordinator must give approval for a dissertation defense to take place: November 2-12, 2009

Last day to defend Dissertation Revised Dissertation to committee and Ph. D. Program Coordinator/The Ph. D. Program Coordinator must give approval for a dissertation defense to take place: November 12, 2009

Ph. D. coordinator’s recommendation: December 7, 2009

Signature pages signed: After December 7, 2009

Revised Dissertation to the Department Chair, Dean of the College of Education, and School of Graduate Studies and Research: By December 14, 2009
XI. The Ph. D. Written Comprehensive Examination

A. Purpose of the Examination

Doctoral candidates in Educational Leadership are required to pass a written doctoral comprehensive examination in order to be admitted to candidacy for the Ph.D. degree. The Comprehensive Examination is administered once during the academic year. Candidates must earn at least a “B” in all courses in order to be eligible to take the Comprehensive Examination. The purposes of the comprehensive examination are to evaluate the candidate’s ability to 1) demonstrate an understanding of theory and practice and 2) address examination questions with logical organization and clarity. The comprehensive examination process is designed to be consistent with the constructivist framework of this doctoral program.

B. The Content of the Examination

After the completion of 18 post-masters courses in the candidate’s program of study for the Ph. D. degree (54 graduate hours) or at a date close to that marker, the candidate completes the “Comprehensive Examination Application” form (Attachment B). At least two months (60 days) prior to the date of the examination, candidates will be notified of the date(s), time(s) and place(s) of the written examination. A candidate may register for dissertation credit only after passing the comprehensive examination.

The examination consists of questions drawn from course work covered during the candidate's participation in the program. The examination shall include two questions from the areas of Foundations, Research, and Leadership, for a total of six questions. In other words, two questions in Foundation, two questions in Research, and two questions in Leadership. At the completion of 54 hours of course work candidates will enroll in EDA 7905 Directed Independent Study (3 hours) and EDA 7967 Comprehensive Examination (0 semester hours). Candidates take the examination in the Fall Semester during the month of November. Candidates will be notified of the Comprehensive Examination date at the beginning of the Fall Semester. At the beginning of the semester, candidates will have access to a test bank of questions.

C. Administration of the Comprehensive Examination

Examination questions are assembled into testing packets to be presented to the candidate at each testing session. A candidate may not bring supporting materials or other documents to the testing site. The examination will be held over a period of a day and a half with an allocation of 4 hours for each of the three parts of the examination. One area of the examination will be in the morning, one in the afternoon of the same day, and one in the morning of the following day. Candidates will be allotted 4 hours to answer two questions in each area. Testing times will be from 8:00 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m. Candidates will be required to complete questions given to them in the morning session prior to leaving for lunch. Candidates may leave the testing site whenever they complete the test questions for that particular session.

Candidates will be provided access to a desktop computer and diskettes for the testing situation. All candidates are expected to be proficient in the use of computer technology sufficient to take the test using this tool. Candidates will be responsible for producing a printed copy of their answers by the end of each testing session. No other copies of the comprehensive examination are to be made. Candidates are also responsible for ensuring that their identification number and page numbers are provided on each
A candidate who has been diagnosed with a disability and requires specific accommodations will be granted such as specified in documentation from the University. Within two weeks (14 work days) following the examination, the Program Coordinator will report the results in writing to the Department Chair. The Department Chair will communicate via mail the candidate’s Comprehensive Examination outcome within 14 (working days).

A candidate may be excused from the examination date only by written request from the candidate's Advisor to the Program Coordinator. The single criterion for granting an alternative test date for any individual is “extreme personal exigency.” A candidate who simply misses the examination date or who opens the examination packet in the test situation and then chooses to leave the test site will be deemed to have failed the examination. Any exceptions must be appealed to the faculty in the Department of Educational Leadership and Human Services.

**D. Scoring Criteria and Procedures**

Candidates’ responses will be read and scored independently by three (3) faculty readers. The readers will rate the quality of the responses using the scoring sheet provided. Responses will be scored holistically both on substance and on the composition skills demonstrated, including the following elements: ideas, focus, organization, style (diction and sentence structure), and mechanics (e.g., capitalization, punctuation, spelling and usage). See also the Ph. D. Comprehensive Examination Scoring Rubric.

An overall assessment of “pass” or “fail” will be assigned to each response. To receive a grade of “pass,” the response must clearly satisfy each of the aforementioned criteria. To be specific, each answer must be unified, sharply focused, and distinctively effective. The response must treat the topic clearly, completely, and in suitable depth and breadth. It must be clearly organized, and the ideas must be developed with consistent appropriateness and thoroughness. In addition, each answer must reflect a significant knowledge of theory, research, and best practice, as well as an unquestionably firm command of paragraph and sentence structure. Very few, if any, errors in spelling, capitalization, and punctuation should be noted.

A rating of “fail” will be assigned to a response that is clearly below standard. To be specific, the response lacks unity and focus. It is distorted and/or ambiguous, and it fails to treat the topic in sufficient depth and breadth. There is little or no discernible organization and only scant development of ideas, if any at all. Little or no knowledge of theory, research, and best practice is reflected in the answers. The answer portrays only sporadically a sense of paragraph and sentence structure. Content does not demonstrate continuity of ideas and is questionable or wrong. Serious errors in spelling, capitalization, and punctuation are noted.

Each evaluator will complete his or her evaluation independently and submit it to the Program Coordinator who will compile the results. The rating for each question will reflect the rating assigned by the majority of the scorers.

To receive a final grade of “pass” on the comprehensive examination, the candidate must pass all three areas of the examination. In other words, if a candidate receives a grade of “fail” by two of the three evaluators in the same area, then the candidate will have failed that area of the comprehensive examination, and hence have failed the Comprehensive Examination. To receive a final rating of “pass” on the Comprehensive Examination, a candidate must receive a pass from two of the three faculty evaluators in all three areas.
<table>
<thead>
<tr>
<th>Parameters</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
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<td><strong>Content Knowledge</strong></td>
<td>4</td>
<td>3</td>
<td>1</td>
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<tr>
<td>The candidate framed an appropriate response to the question</td>
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<tr>
<td>Overall Rating</td>
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<td><strong>Research</strong></td>
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<td>The candidate's response demonstrates understanding of quantitative research methods</td>
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<td>The candidate's response demonstrates understanding of qualitative research methods</td>
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<td>The candidate's response demonstrates the ability to apply quantitative research methods</td>
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<td>The candidate's response demonstrates the ability to apply qualitative research methods</td>
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<td>Overall Rating</td>
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<tr>
<td><strong>Incorporation of the Research Literature</strong></td>
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<td>Candidate's response reflects seminal and recent research in the discipline</td>
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<td>Candidate's response reflects familiarity with scholars in the discipline</td>
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<td>Candidate's response reflects use of the literature to support and/or refute conclusions</td>
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<td>Overall Rating</td>
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<td><strong>Language, Grammar, Sentence Structure, Word Use and Choice</strong></td>
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<td>The candidate's response demonstrates appropriate grammar/language/spelling</td>
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<td>The candidates' response demonstrates effective written communication</td>
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<td>The candidate's response demonstrates clarity of expression of ideas</td>
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<td>The candidate's response demonstrates appropriate sentence construction</td>
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<td>The candidate's response demonstrates appropriate word choice to convey ideas</td>
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<td>Overall Rating</td>
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<td><strong>HOTSS (Higher Order Thinking Skills Competency)</strong></td>
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<td>Candidate's response reflects an appropriate degree of analysis</td>
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<td>Candidate's response reflects an appropriate degree of synthesis</td>
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<td>Candidate's response reflects an appropriate degree of evaluation</td>
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<td>Overall Rating</td>
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<td><strong>Theory and Practice</strong></td>
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<td>Candidate's response incorporates theory related to the discipline and question</td>
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<td>Candidate's response incorporates best practices related to the discipline and question</td>
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<td>Overall Rating</td>
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A candidate failing the Comprehensive Examination will have one opportunity to retake and pass the Comprehensive Examination (the re-take Comprehensive Examination will be administered in the succeeding Spring semester). Candidates in this circumstance will not be advanced to candidacy. Candidates failing the Comprehensive Examination will enroll in EDA 7905 Independent Study (3 hours) for the semester following the administration of the Comprehensive Examination. Candidates must only retake the areas of the examination failed. For the retake Comprehensive Examination, the questions will be taken from the pool of comprehensive questions, which may include the same questions provided in the previous test bank and additional questions. The retake Comprehensive Examination will not be composed of the same questions used in the first Comprehensive Examination. Candidates who fail the examination a second time will be withdrawn from the Ph. D. program. A candidate will be notified via letter from the Department Chair. Only candidates who pass the Comprehensive Examination will be admitted to candidacy for the Ph. D. degree and be eligible to register for dissertation credit hours. From the date of admission to candidacy, (semester following passing the Comprehensive Examination) a candidate will have five years in which to complete all requirements for the Ph. D. degree.

XII. Candidacy

A candidate in the Ph. D. program is admitted to candidacy upon completion of a minimum of 54 semester hours of course work with a grade of “B” or above in all required courses and the successful passing of the Comprehensive Examination. Upon admission to candidacy, the dissertation committee is composed and the candidate enrolls for dissertation credit hours. The dissertation committee is structured currently in consultation with the Department Chair and Program Coordinator. Given the number of program faculty members and required faculty member duties, dissertation committees must be carefully considered to avoid faculty overloads. To assist in composing the dissertation committee, candidates will complete the Dissertation committee request form (see page 16). Effort will be made to include at least one of the candidate’s requests for chair and committee member on the dissertation committee.

XIII. Determination of Doctoral Committee

Chairperson

Only faculty members in the Educational Leadership program who have doctoral directive status can serve as the chair of the dissertation committee. One member of the candidate’s dissertation committee must have faculty appointment in the College of Education and have FAMU Graduate Faculty status. It is advisable that a candidate becomes familiar with the research and research interests of the faculty member prior to requesting that individual to serve as chair or as a member of the dissertation committee. The dissertation committee chair has the responsibility of guiding the candidate through the prospectus and defense and the dissertation and defense. Faculty members who hold doctoral directive status, a doctoral degree in Educational Leadership, have served on doctoral committees, have been trained and approved by program faculty members may also serve as a dissertation chair after serving as co-chair with an Educational Leadership faculty member who has chaired dissertations.

Committee Membership

The doctoral committee must consist of at least three FAMU faculty members. The major professor must have doctoral directive status. The two committee members must have Graduate Faculty status. One of the dissertation committee members will serve as the outside committee member. This faculty
member may be selected from the University colleges and must have Graduate Faculty status. A candidate can have an external committee member who is a faculty member from another university. The candidate must request all documentation from the Department Chair to have such a committee member. It is the responsibility of the candidate to ensure that all documents are transmitted to the individual and returned to the department. A final decision is made by the Ph. D. Program Coordinator and Department Chair. No appeals are acceptable for changes in the committee composition.

The composition of the prospectus and dissertation committee can only be appealed after every effort is made to work with all committee members. If the faculty member and candidate determine that the committee is not able to function well, the candidate or the faculty member who desires a change must consult with the Ph. D. Program Coordinator and submit concerns in writing. Consideration does not equate to changes. Final decisions on committee composition rests with the Department Chair after consultation with the Ph. D. Program Coordinator.

 Florida A&M University
Dissertation Chair and Committee Request
Educational Leadership Ph. D. Program

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<th>MI:</th>
<th>Student ID #</th>
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<td>Date of Program Entry</td>
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<td>Fax:</td>
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Dissertation Committee Chair

1st Choice
2nd Choice
3rd Choice

Dissertation Committee Members

1st Choice
2nd Choice
3rd Choice
4th Choice
5th Choice
6th Choice

Area of Research Interest

The Dissertation committee is determined by the Department Chair after consultation with the Ph. D Program Coordinator.
XIV. Proposal

The dissertation proposal sets forth the research problem and the method for investigating the phenomenon. The proposal consists of three chapters, Introduction, Literature Review, and Methods. The Proposal precedes the dissertation. The candidate’s committee must approve the Proposal before a candidate can engage in research for the dissertation. When the candidate has formulated the proposal, the major professor, with the approval of the Ph. D. Program Coordinator and Department Chair, will set a time for the candidate to defend the proposal. The candidate must be capable of defending the proposal and conducting the associated research. The Proposal defense announcement must be posted for 10 calendar days and a copy of the Proposal must be on display in the department office and a copy must be submitted to the Ph. D. Program Coordinator, Department Chair, and Dean of the College of Education. The Proposal Approval form must be signed by the candidate’s committee members, Ph. D. Program Coordinator, Department Chair, and Dean of the College of Education. A copy is forwarded to the Department Chair, Deans of the College of Education and the Graduate School. Note: A dissertation proposal defense and a dissertation defense cannot take place in the same semester.

XV. Graduate Studies Dissertation Approval Form

The “Graduate Studies Dissertation Approval Document” is transmitted to the Dean of the Graduate Studies and Research when the candidate’s dissertation committee has approved the proposal. Signatures are required of committee members, Ph. D. Program Coordinator, Department Chair, and the Dean of the College of Education, and the Dean of Graduate Studies and Research. Signatures are obtained after the proposal defense and committee approval to proceed with the research project.
THESIS/DISSERTATION RESEARCH PROJECT

APPROVAL FORM

NAME OF STUDENT ________________________________________________________________________________________

LAST    FIRST    MIDDLE

ID: __________________________________________________ TELEPHONE __________________________________________

ADDRESS __________________________________________________________________________________________________

STREET  CITY   STATE   ZIP CODE

DEGREE SOUGHT ____________________________________ MAJOR DISCIPLINE ___________________________________

TITLE OF THESIS/DISSERTATION RESEARCH PROJECT

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

TOTAL THESIS/DISSERTATION CREDIT HOURS APPROVED: ____________________________________________________

ESTIMATED SEMESTER AND YEAR OF COMPLETION: _____________________________________________________________

COMMITTEE APPROVALS*

CHAIR:

NAME    SIGNATURE  POSITION  DISCIPLINE   DATE

MEMBERS

NAME    SIGNATURE  POSITION  DISCIPLINE   DATE

NAME    SIGNATURE  POSITION  DISCIPLINE   DATE

NAME    SIGNATURE  POSITION  DISCIPLINE   DATE

NAME    SIGNATURE  POSITION  DISCIPLINE   DATE

COLLEGE/SCHOOL APPROVAL

DEAN

NAME ______________________________ SIGNATURE ______________________________ COLLEGE/SCHOOL ______________________________ DATE

GRADUATE APPROVAL

GRADUATE DEAN

NAME ______________________________ SIGNATURE ______________________________ DATE

*Committees must have at least three members. One must be from an outside discipline.

Distribution of completed form: White – Graduate Dean  Yellow – Thesis Committee Chair  Pink – Student

AV-C/REV. 1-21-01
XVI. Institutional Review Board (Human Subjects)

All research conducted under the auspices of Florida A&M University must be approved by the Institutional Review Board. Candidates at the dissertation phase of study should become thoroughly familiar with the procedures, forms, and other requirements for obtaining approval to conduct research related to the dissertation. Approval to conduct research generally follows the dissertation committee’s approval of the proposal and subsequent transmittal of the dissertation approval form to the School of Graduate Studies. Candidates must complete the IRB training (CITI) and application to conduct research. **NOTE: Completion of the CITI online training program is mandatory before your application to conduct research will be approved ([www.citiprogram.org](http://www.citiprogram.org)).** Candidates must take the refresher CITI course module each year until the research has been completed.

XVII. Dissertation

The dissertation is a scholarly paper that reflects a candidate’s ability to conceptualize, conduct a thoughtful, focused inquiry, and engage in abstract thinking. Completion of a dissertation requires effective written communication skills, time, commitment, and fortitude. How much time is required depends upon a number of variables such as the nature of the topic, the availability of data, and the knowledge and skills of the candidate. In addition, issues of life (e.g., health, personal crisis) will likely impact the length of time it takes to complete a dissertation. Failure to complete the dissertation within a prescribed timeline is no indication of one’s skill or ability. This determination resides in the quality of the final product. Candidates will rewrite the proposal and dissertation several times prior to approval because of the nature of the writing style and research.

While candidates will not focus specifically on the dissertation until the third year of the program, it is highly recommended that they begin the process of dissertation development as early as the first semester of their study. As early in the process as possible, candidates should try to identify their research interest, begin a review of the related literature, and develop specific research questions. When appropriate, candidates are urged to complete class assignments in light of their research interest.

A. Organization of the Dissertation

The dissertation typically consists of five chapters. Chapter 1 provides an introduction to the issue of concern, a brief statement of the problem, purpose and the significance of the research, delimitations of the study, definition of terms, and an explanation of how the dissertation is organized. Since Chapter 1 provides a summary of the study that is being proposed, it is critical that candidates obtain the approval of their committees before proceeding with the study.

Chapter 2 provides a review of the related literature. The candidate must research the topics that relate to his or her research questions and then determine how to organize this information. This chapter should provide evidence that the candidate has conducted a **thorough** review of research that has already been conducted on his or her research topic.
Chapter 3 provides a detailed description of the methodology the candidate used to respond to the research question(s) or test hypothesis(es) and issues in the study. Specific information about sample, sampling, statistical test(s), instrumentation, procedures, data collection, and data analysis should be provided in this chapter. Candidates must be careful to include sufficient detail such that the study could be easily replicated.

Chapter 4 reports the Results of the study. Typically, the questions and/or hypothesis are restated and the results of the investigation are reported for each question(s) and/or hypothesis(es).

Chapter 5 is the chapter that ties the entire study together. It typically begins with a brief summary of the questions, the research design, and the findings. The majority of the chapter, however, should focus on an interpretation of the results and the extrapolation of findings from the results. It is here that the candidate refers back to the review of the literature. The candidate might also use his or her personal knowledge and experiences in making sense of his or her findings. This chapter provides conclusions that can be drawn from the candidate’s research and provides recommendations for further study on the topic.

B. Dissertation Progress

Candidates enrolled for dissertation hours receive grades of “DP” dissertation pending or “U” unsatisfactory progress. The dissertation committee chairperson makes the determination regarding candidate progress based upon two criteria: (a) candidate initiated contact and (b) candidate performance. The contact may be face to face, via telephone, e-mail, or United States Postal Service. For performance, the candidate must make satisfactory progress in the production of the dissertation document as determined by the dissertation committee chairperson. It is strongly recommended that a candidate maintain consistent communication with the Major Professor throughout the dissertation process. It is a responsibility of the candidate to initiate and maintain contact with the Major Professor on a regular and frequent basis.

C. Other Information

- Dissertations are formal papers and are typically written in the third person.
- Candidates must adhere to the latest APA guidelines in writing the dissertation.
- Before beginning the process, candidates must thoroughly review at least 15 dissertations.
- Candidates should enlist the services of professional editors to ensure that their writing is free of errors in grammar, mechanics, etc.
- There is a significant amount of redundancy in dissertations; however, candidates should try to paraphrase as much as possible and avoid repeating information verbatim from one chapter to another. The purpose, research questions, and hypothesis may be repeated verbatim, however.
- Candidates who are conducting studies on human subjects are required to complete the Human Subjects Review Application Form and adhere to prescribed guidelines. The IRB application and approval letter must be included in the dissertation appendix. Under no condition are the Major Professor or other committee member to write parts of or the entire dissertation.
D. Dissertation Committees

A committee of faculty members guides each candidate through the completion of the dissertation. Dissertation committees are composed following the successful completion of the Comprehensive Examination. If the candidate or faculty members wish to make changes in committee composition efforts will be made to accommodate those requests. The request should be submitted in writing to the Program Coordinator. Candidates should know that changes in the composition of the committee may adversely impact timely completion.

Dissertation Committees are composed of a chair (from Educational Leadership who has doctoral directive status) and at least two other faculty members (one from the Department of Educational Leadership and Human Services). At least one member of the committee may be from outside the Department of Educational Leadership and Human Services. All committee members must have Graduate status. The faculty in the Department of Educational Leadership and Human Services and the Dean of the College of Education must approve faculty who are retired or who are not members of the Department of Educational Leadership and Human Services in order for them to serve on dissertation committees.

The retired or non-Departmental professor interested in serving on a dissertation committee must submit an application, vita, graduate transcript, and a sample of his or her writing to the Department of Educational Leadership and Human Services. Upon receipt of the complete file, the following steps will be taken.

1. The Department will review the professor’s credentials to determine if the applicant has 1) a terminal degree, and 2) expertise and/or experience in an area of need.
2. The credentials of applicants who meet the criteria specified in #1 will be forwarded to the Graduate Council for approval of Graduate faculty status.
3. The Department chair will notify professors of their eligibility to serve as members of master’s thesis and/or dissertation committees.
4. The decision as to which of the eligible faculty members are assigned to candidates’ committees will rest solely with the Department of Educational Leadership and Human Services Chair after consultation with the Ph. D. Program Coordinator, and approval of the Dean of the College of Education.

E. Role of the Dissertation Chair

The dissertation chair (Major Professor) will provide major guidance to the candidate and facilitate the production of the dissertation. To that end, the dissertation chair will meet with the candidate regularly to discuss and review the candidate’s progress. The chair will also coordinate and preside at meetings of the Dissertation Committee. The chair will assume responsibility for ensuring that the candidate is aware of departmental, college, Graduate School and FAMU procedures that govern the dissertation process and completion of the Ph. D. degree. The chair will also ensure that all forms related to the dissertation process are completed and appropriately filed.
F. Role of the Dissertation Committee

Under the supervision of the dissertation chair, the Dissertation Committee will assist the candidate in producing a quality dissertation. To that end, the committee will review the candidate’s work at specified points to ensure that the candidate is making adequate progress. Early in the process, the committee will approve the proposed research questions and methodology. The candidate will also defend his or her proposal (Chapters I, II, and III) to the Dissertation Committee. **The candidate should not proceed with the study until the committee has approved Chapters 1, 2, and 3 and a successful Proposal defense.** The committee will determine when the candidate’s dissertation is ready to be defended and will indicate such by signing the approved departmental form. The committee will conduct the candidate's defense and assess the candidate’s performance.

G. Additional Support

In addition to the Dissertation Committees, candidates will be provided access to other support staff. Contingent upon the availability of departmental resources, statisticians, and editors will also serve as resources to candidates. Committees will refer candidates to these additional sources at the appropriate point in the dissertation development process.

H. Change in Dissertation Committee Membership

It is professionally appropriate for the candidate to speak with the committee member with whom he or she has concerns. When problematic issues cannot be resolved through mutual conversation, the candidate should contact the dissertation committee chair to resolve the issue(s). If the candidate’s concern is about the dissertation committee chairperson and the candidate feels uncomfortable about a mutual conversation, the candidate may contact the department chair about his or her concern. The department chair will facilitate resolution of the problem by communicating with the dissertation chair prior to making committee composition changes.

XVIII. Extreme Circumstances

All candidates admitted to candidacy have five years from the time of candidacy to complete all requirements for the Ph. D. degree. It is entirely possible that during the doctoral experience circumstances or situations will arise that interfere with timely progression. In the instance that a candidate experiences a life altering phenomenon, an appeal can be made to the program faculty, Dean of the College of Education, and to the Dean of Graduate Studies and Research to freeze the progression of time until the candidate is able to resume dissertation work. If granted, the appeal will cover a time frame of 18 months. This intervention can only be employed when the candidate has reached candidacy as specified in this handbook. **The same appeal procedure for an extension of time will be used for candidates who exceed the five years from candidacy completion time frame.** A Ph. D. candidate must submit documentation supporting the need for an extension. Such documentation should include a statement from the Major Professor supporting the extension. A candidate may be requested to meet with the program faculty for a formal presentation on the progress of the research. A decision for an extension of time will be
rendered by the program faculty based upon the strength of the candidates’ appeal and state of
the research.

Note: When granted, an appeal for an extension is for one calendar year.

In extremely rare instances a Ph. D. candidate may seek a second extension of time. In this event,
the candidate must follow the procedures previously outlined.

Note: When granted, a second extension is for an academic year—Fall and Spring
semesters.

XIX. Doctoral Seminars

Periodically, faculty members in the department and sometimes invited speakers offer seminars
on various subjects critical to the dissertation process. These seminars usually occur on
Saturdays. Candidates at the dissertation phase of study shall treat these seminars as mandatory
meetings and must attend.

XX. Dissertation Defense

The purpose of the dissertation defense is to enable each candidate the opportunity to “defend”
his or her research. The following steps are required prior to a candidate’s dissertation defense.
One, the candidate must have successfully defended the proposal. Note: A dissertation
proposal defense and a dissertation defense cannot take place in the same semester.
Two, the candidate’s committee members must sign the approval to proceed to oral examination
form. Three, prior to the major professor scheduling a defense date, with approval from the Ph.
D. Program Coordinator, Department Chair, and Dean of the College of Education, the
dissertation to be defended must be submitted to the Ph. D. Program Coordinator for review and
approval to proceed to defense. The Ph. D. Program Coordinator will inform the candidate’s
chair within 10 calendar days to schedule or not schedule the dissertation defense. Four, the
dissertation defense must be scheduled at least 30 days prior to the end of the semester
(submission of final grades to the Registrar). When the Ph. D. program coordinator indicates
approval to proceed to defense a date can be scheduled. Two copies of the dissertation must be
displayed in the Department of Educational Leadership and Human Services, a copy to the
Department Chair and Dean of the College of Education, and a copy accompanied by the signed
proceed to oral defense form must be forwarded to the Dean of the School of Graduate Studies.
The dissertation must be on public display for 10 calendar days prior to the defense. It is the
candidate and Major Professor responsibility to inform the academic community of the
defense through FAMU information (See Mr. Wei Gu). All defenses must be announced
according to the publication Guidelines for Preparation and Submission of Doctoral Dissertations
and Master’s Theses (School of Graduate Studies), and open to the public. All committee
members are expected to be present for the defense. (Extenuating circumstances may prevent a
committee member’s attendance at the defense. At least two-thirds of a candidate’s committee
must be present for the defense to proceed. The Major Professor must be present. All dissertation
defenses must adhere to the department’s published deadlines. All dissertation defenses must
convene 30 days prior to the end of the semester. The candidate must complete all post-defense
committee recommendations within 15 days of the defense. The major professor must provide the Ph. D. Program Coordinator with all post-defense recommendations. The final document with post-defense recommendations included must be submitted to the Ph. D. Program Coordinator for review and recommendation. The Ph. D. Program Coordinator will complete the dissertation review within 10 calendar days and provide a written recommendation, approved or not approved to the Department Chair and Dean of the College of Education who indicate approval via signature.

A. The Defense Protocol

The dissertation is a formal presentation by the candidate. The defense begins with the chair introducing the committee members followed by an opening statement regarding the purpose and then outlining the procedures that will be followed. The candidate is then called on to briefly provide some biographical information and to summarize the study. This summary should be provided in not more than thirty minutes. Candidates may use a limited number of visuals and notes for their defense. If they choose to do so, they are responsible for providing any equipment needed. The dissertation defense is a formal process that ascertains the validity of the candidate’s research and scholarship related to the research problem and phenomenon under investigation. Therefore, the candidate should be well-versed regarding the research and not need supporting documents to engage in a defense.

Following the summary of the study, the candidate will be asked to respond to questions posed first by the committee, department faculty, and finally by the professional members of the audience. The chair of the Dissertation Committee will facilitate the defense. At the end of the defense, the candidate and audience will be excused while the candidate's committee deliberates on the candidate’s performance. Immediately following the deliberation, the candidate will be informed about the committee’s assessment of his or her performance. The committee chair will notify the Department Chair, Dean of the College of Education, Dean of Graduate Studies and Research and candidate in writing, on the appropriate form, of the committee’s decision relative to the outcome of the candidate’s defense.

Note: The defense will not be held and rescheduled for another date if food and beverages are present at the defense.

B. Defense Outcomes

There are two possible outcomes of the dissertation defense: 1) pass or 2) fail. To be judged “pass”, at least two-thirds of the committee must be present and must vote in the affirmative. Candidates whose defenses are judged to be “fail” will be given a specified period of time in order to make any changes in the dissertation recommended by the committee. Depending upon the wishes of the committee and the extent of the changes proposed, the committee members may choose to sign the title page of the candidate’s dissertation and designate the chair to ensure that the recommended changes have been made before the chair affixes his or her signature. Or the committee may refrain from signing the candidate’s title page until the candidate has submitted the recommended changes to each committee member and each committee member determines that the changes are satisfactory.
C. Once the dissertation has been revised and all committee members’ signatures have been obtained, the candidate will submit the dissertation to the committee chair. The final dissertation must be prepared in accordance with the guidelines of the Graduate School. The chair will then submit the dissertation to the Department Chair who submits the dissertation to the Dean of the College of Education for approval. The approval page requires the signature of the committee members, Department Chair, Dean of the College of Education. The Dean then forwards the dissertation to the Dean of Graduate Studies and Research for approval. The candidate is responsible for providing a bound copy of the dissertation to the Office of Graduate studies and Research, the Dean of the College of Education, the Office of the Department of Educational Leadership and Human Services, the Coleman Library, and each committee member within thirty (30) days of his or her successful defense. The candidate may have as many bound copies of the dissertation as desired (See Ph. D. Program Dissertation Defense Deadlines page ). The candidate provides all copies of the dissertation to the School of Graduate Studies and Research. The candidate pays for binding of all dissertations.

D. If a defense is judged “fail,” the candidate’s committee will provide the candidate with specific information regarding the areas of concern. The candidate may seek to address the issues of concern and begin the review process anew. If so, he or she will be required to submit a new or revised dissertation that has been approved by the Dissertation Committee to the Graduate School and Research and Department. After display for at least ten calendar days, a department defense for professionals only will be held. If a candidate “fails” the second defense, the candidate will be withdrawn from the Ph. D. program. The candidate will have the right to appeal this decision via the Graduate Schools’ academic grievance procedures.

E. The narrative that follows explains the grading procedure that will be used when the candidate transitions to the dissertation oral defense. The dissertation defense in all instances will be scheduled at least 30 days prior to the date that grades are submitted for the semester (specified in University publications). The candidate must complete all post-defense committee recommendations within 15 days of the defense. The major professor must provide the Ph. D. Program Coordinator with all post-defense recommendations. The final document with post-defense recommendations included must be submitted to the Ph. D. Program Coordinator for review and recommendation. The Ph. D. Program Coordinator will complete the dissertation review within 10 calendar days and provide a written recommendation, approved or not approved to the Department Chair and Dean of the College of Education who indicate approval via signature. During the semester that a candidate defends the dissertation, the major professor will assign a grade of “DP” (dissertation pending) for the end of semester grade. The major professor will assign a grade of “S” when the dissertation committee has signed the acceptance page and the document is transmitted to Graduate Studies and Research for binding. A Change of Grade form is used to finalize the candidate’s grade for the semester in which the oral defense and certification to graduate occurred.
XXI. Graduation

The award of a Ph. D. in Educational Leadership is contingent upon a candidate’s completion of the requirements and the process instituted for this program. Candidates who expect to participate in a given graduation ceremony should plan to have successfully defended their dissertations not later than one month prior to the targeted graduation date. Candidates should note that established deadlines will be adhered to in all instances. Candidates should be thoroughly familiar with the Graduate Studies and Research Publication Guidelines for Preparation and Submission of Doctoral Dissertations and Master’s Thesis Handbook.

All candidates are required to complete the Graduation Clearance Checklist and submit to the Ph. D. Program Coordinator. The Program Coordinator will verify the submission of all documents and requirements before recommending graduation.
**Ph. D. in Educational Leadership Program**  
**Graduation Requirements Clearance Checklist**

<table>
<thead>
<tr>
<th>Date _______ ___</th>
<th>1. Earned a “B” or better in all required courses (all Educational Leadership courses are required)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date __________.</td>
<td>2. Passed Comprehensive Examination</td>
</tr>
<tr>
<td>Date __________.</td>
<td>3. Submit College Livetext Portfolio to faculty advisor and Ph. D. Program Coordinator (Electronic and Hard Copy)</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>4. Doctoral dissertation research approved by the FAMU IRB.</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>5. Apply for graduation.</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>6. Dissertation defense announcement (public announcement 10 calendar days prior to defense.)</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>7. Ensure that the dissertation adheres to the most current edition of American Psychological Association (APA) writing style.</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>8. Dissertation placed on display 10 calendar days prior to defense.</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>9. Successfully defend dissertation (Check semester dissertation defense deadline date).</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>10. Dissertation Signature Pages (5) signed by committee members (Black Ink).</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>11. Defense Outcome form submitted to the School of Graduate Studies and Research.</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>12. Complete candidate information form.</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>13. Thesis/Dissertation Scoring Rubric completed by major professor and submitted to Department Chair?</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>14. Complete Ph. D. candidate follow up/exit survey and submit to Ph. D. program coordinator.</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>15. Tuition and fees (no outstanding University debt).</td>
</tr>
<tr>
<td>Date ______ ___</td>
<td>16. Manuscript binding fees (required number of copies).</td>
</tr>
</tbody>
</table>

Candidate’s Signature: _____________________________ Semester of Graduation: ______________

Ph. D. Program Coordinator’s Signature
As part of our continuing attempt to monitor the quality of our program, we are asking our students to assess their experiences as doctoral students in the Educational Leadership program. Please take a moment now to complete the survey items and return the document to Florida A&M University, College of Education, Educational Leadership Program Coordinator, GEC-B, Room 308, Tallahassee, FL 32307-4900.

### Part I -- About You

1. Present Home Address: City ___________________________ State ___________ Country ______________________

2. Your Age Group:
   - [ ] 20-29
   - [ ] 30-39
   - [ ] 40-49
   - [ ] 50-59
   - [ ] 60- Above

3. Gender:
   - [ ] Female
   - [ ] Male

4. Race/Ethnic Origin:
   - [ ] Black
   - [ ] White
   - [ ] Hispanic
   - [ ] Native American
   - [ ] Asian

5. US Citizen:
   - [ ] Yes
   - [ ] No

6. Educational Degrees:
   - Baccalaureate Degree:
     - Institution: _____________________________ Major: ___________________________ Year Graduated ____________
   - Master’s Degree:
     - Institution: _____________________________ Major: ___________________________ Year Graduated: ____________
   - Other Degree:
     - Institution: _____________________________ Major: ___________________________ Year Graduated: ____________

### Part II -- Current Employment

1. Current Position: ____________________________________ Number of Years_______________

2. Work Address: ___________________________________________________________________________________

   - Street Address: _____________________________ City: ___________________ State: ________ Zip Code ___________

3. May we contact your employer:
   - [ ] Yes
   - [ ] No

Please respond to items 4 and 5 if you are not in Education now. If you are a Professional Educator Prek-20, go to item 6.
4. Have you ever taught in a Public or Private school? □ Yes □ No
   If Yes, how many years? _______ Why did you leave teaching? ______________________________

5. Has your doctoral study in Educational Leadership helped you in your current work? □ Yes □ No
   If yes, describe how:

   Please respond to the items below if you are in PreK-20 Education. [If you are not working as an Educator in Prek-20, please go to Part III]

6. How many years have you been an Educator? □ less than 5 □ 5-10 □ 11-15 □ 16-20 □ Above 20

7. Your present position. □ Classroom Teacher □ Building Administrator □ District Administrator □ Other


9. Setting of your workplace. □ Rural □ Suburban □ Urban

10. Number of teachers, administrators, and specialists in the school?
    □ 15 or less □ 16-25 □ 26-35 □ 36-45 □ above 45

11. What is the school’s enrollment? □ 100 or less □ 101-300 □ 301-500 □ 501-700 □ Above 701

12. Has doctoral study in Educational Leadership helped you in your current work? □ Yes □ No
    If yes, describe how:

**Part III--About Your Doctoral Experiences at FAMU:**

Place circle the Response Option that corresponds with your rating of the items. The scale is: 5—Strongly Agree, 4—Agree, 3—Disagree, 2—Strongly Disagree, 1—No Basis For Judgement

<table>
<thead>
<tr>
<th>A Curriculum</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis For Judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Courses exposed me to an extensive knowledge base.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Course objectives were clearly stated.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Courses were met consistently.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Course content was well organized and presented</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Knowledge acquired in courses has changed my way of work.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Overall rating of curriculum.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
B. Instruction

1. Faculty demonstrated knowledge of subject.  5  4  3  2  1
2. Faculty demonstrated preparation for class.  5  4  3  2  1
3. Faculty demonstrated fairness and impartiality in working with students.  5  4  3  2  1
4. Faculty demonstrated enthusiasm for teaching.  5  4  3  2  1
5. Faculty provided challenging learning experiences.  5  4  3  2  1
6. Overall rating of Faculty.  5  4  3  2  1

C. FAMU Campus Facilities

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis For Judgement</th>
</tr>
</thead>
</table>

1. Classroom seating was appropriate and comfortable.  5  4  3  2  1
2. Classroom lighting was appropriate and comfortable.  5  4  3  2  1
3. Classroom heating/cooling was appropriate and comfortable.  5  4  3  2  1
4. Chalkboards/whiteboards were in good condition.  5  4  3  2  1
5. Audiovisual equipment was available and adequate.  5  4  3  2  1
6. Book section of the library was adequate to meet the needs of my coursework.  5  4  3  2  1
7. Reference section of the library was adequate to meet the needs of my coursework.  5  4  3  2  1
8. Periodical section of the library was adequate to meet the needs of my coursework.  5  4  3  2  1
9. Computer labs were adequate to meet the needs of my coursework.  5  4  3  2  1
10. Parking was adequate and available.  5  4  3  2  1
11. Overall the facilities were conducive to learning.  5  4  3  2  1
D. FAMU Off-Campus Facilities

1. Classroom seating was appropriate and comfortable.  5  4  3  2  1
2. Classroom lighting was appropriate and comfortable.  5  4  3  2  1
3. Classroom heating/cooling was appropriate and comfortable.  5  4  3  2  1
4. Chalkboards/whiteboards were in good condition.  5  4  3  2  1
5. Audiovisual equipment was available and adequate.  5  4  3  2  1
6. Computer labs were adequate to meet the needs of my coursework.  5  4  3  2  1
7. Parking was adequate and available.  5  4  3  2  1
8. Overall the facilities were conducive to learning.  5  4  3  2  1

E. Appropriateness of Your Preparation

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis For Judgement</th>
</tr>
</thead>
</table>
1. I was adequately prepared for the Comprehensive Examination.  5  4  3  2  1
2. I was adequately prepared to write the dissertation.  5  4  3  2  1
3. I was adequately prepared to conduct dissertation research.  5  4  3  2  1
4. I was adequately prepared to initiate change in the educational setting.  5  4  3  2  1
5. I was adequately prepared to manage change in educational settings.  5  4  3  2  1
6. I was adequately prepared to evaluate change in educational settings.  5  4  3  2  1
7. I was adequately prepared to work with multiple constituencies.  5  4  3  2  1
8. I was adequately prepared to work in multicultural settings.  5  4  3  2  1
9. I was adequately prepared to work with technology.  5  4  3  2  1
10. My overall experiences in the Ph. D. program in Educational Leadership has affected how I function in my professional setting.

F. Working with the University, College, and Department

1. Admission processes were efficient.  
   | 5 | 4 | 3 | 2 | 1 |

2. Transcripts and record keeping were accurate.  
   | 5 | 4 | 3 | 2 | 1 |

3. Deadlines and requirements for completing my degree were communicated clearly.  
   | 5 | 4 | 3 | 2 | 1 |

4. Support services were adequate.  
   | 5 | 4 | 3 | 2 | 1 |

5. Program advisement met my needs.  
   | 5 | 4 | 3 | 2 | 1 |

6. I was treated with courtesy and respect.  
   | 5 | 4 | 3 | 2 | 1 |

7. Overall evaluation of working with FAMU.  
   | 5 | 4 | 3 | 2 | 1 |

Part IV--Overall Assessment of Your FAMU Doctoral Experience

1. If you were entering the doctoral program again, knowing what you know now, would you attend FAMU? Yes ☐  No ☐

2. Would you recommend the program to a friend or colleague? Yes ☐  No ☐

3. What would you identify as a program strength?

4. What would you identify as a program weakness?

5. What recommendation would you make for changes in the program?

6. Please give the name, address, telephone number, and e-mail address of anyone you would recommend for this program.
Florida Agricultural and Mechanical University
Professional Education Unit (PEU):  Educational Leadership
Ph.D. Program Graduate Follow Up Survey

As part of our continuing attempt to monitor the quality of our program, we are asking candidates to provide information on their professional career beyond graduation from the Ph. D. program in Educational Leadership. Please take a moment now to complete the survey items and return the document to Florida A&M University, College of Education, Educational Leadership Program Coordinator, GEC-B, Room 308, Tallahassee, FL 32307-4900. You may fax the completed form to 850-599-3906 or e-mail to warren.hope@famu.edu.

Part I -- About You

1. Date: _____________ Semester & Year of Graduation: ______________________ FAMU ID #: ______________________

2. Present Home Address: City ___________________________ State ___________ Country ______________________

3. Your Age Group:
   - [ ] 20-29
   - [ ] 30-39
   - [ ] 40-49
   - [ ] 50-59
   - [ ] 60- Above

4. Gender:
   - [ ] Female
   - [ ] Male

5. Race/Ethnic Origin:
   - [ ] Black
   - [ ] White
   - [ ] Hispanic
   - [ ] Native American
   - [ ] Asian

6. US Citizen:
   - [ ] Yes
   - [ ] No

Part II --Current Employment

1. Current Position: ___________________________________________ Number of Years____________________

2. Place of Employment: __________________________________________

3. Work Address: ___________________________________________
   Home Address: ___________________________ City: ___________________ State: ________ Zip Code ___________

4. May we contact your employer:   [ ] Yes   [ ] No   e-mail: _________________________________

5. Immediate Supervisor’s Name: ___________________________ Address: ________________________________

6. Have you ever taught in a Public or Private school?   [ ] Yes   [ ] No
   If Yes, how many years? _______ Why did you leave teaching? _______________________________________

7. Have you ever been an administrator in a Public or Private school?   [ ] Yes   [ ] No
   If Yes, how many years? _______
Why did you leave administration?

8. Was your doctoral program of study in Educational Leadership valuable to you in your last position?  □ Yes  □ No

If yes, describe how:

9. How many years have you been an Educator?  □ less than 5  □ 5-10  □ 11-15  □ 16-20  □ Above 20

10. Your present position.  □ Classroom Teacher  □ Building Administrator  □ District Administrator

 □ Other________________________________________________________

11. Your workplace.  □ Pre K-Elementary  □ Middle/Jr. High  □ High School  □ Other

12. Setting of your workplace.  □ Rural  □ Suburban  □ Urban

13. What is the school’s enrollment?  □ 100 or less  □ 101-300  □ 301-500  □ 501-700  □ Above 701

14. Has doctoral study in Educational Leadership helped you in your current work?  □ Yes  □ No

If yes, describe how:

If no, please tell why:

15. Have you accepted a new position since graduation from the Educational Leadership Program?  □ Yes  □ No

16. To what extent did the Educational Leadership degree prepare you for your present position?  □ Fully  □ Partially  □ Not at all

17. Is this position considered to be (please mark one)  □ Full time  □ Part time

18. How related is this job to the Educational Leadership?  □ Related  □ Somewhat Related  □ Not Related

---

**Part III—About Your Doctoral Experiences at FAMU:**

Please mark the Response Option that corresponds with your rating of the item. The scale is:

5—Strongly Agree, 4—Agree, 3—Disagree, 2—Strongly Disagree, 1—No Basis For Judgment

<table>
<thead>
<tr>
<th>Judgment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis For Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Educational Leadership background has been</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
beneficial to me in my current position?

2. My experiences in the Educational Leadership program helped me to realize my potential.

3. I am satisfied with the knowledge, skills, and dispositions that I obtained while in the Educational Leadership Ph. D. program

4. I enjoyed the coursework and the interaction opportunities with professors and cohort members?

5. The format and delivery of the Educational Leadership program was conducive to my learning style.

---

Part IV--Overall Assessment of Your FAMU Doctoral Experience

1. If you were entering the doctoral program again, knowing what you know now, would you attend FAMU? □ Yes □ No

2. Would you recommend the program to a friend or colleague? □ Yes □ No

3. What would you identify as a program strength?

4. What would you identify as a program weakness?

5. What recommendation would you make for changes in the program?
A. *The Application Process*

Graduation at FAMU is held in May, December and August of each year. Candidates must apply by the application deadline for graduation in the semester in which they plan to graduate. Candidates must also be enrolled for at least one hour of dissertation credit in the semester in which they will graduate. Candidates are required to adhere to application procedures and deadlines established by the University.

B. *The Hooding Process*

The University has an established process at the graduation exercises for hooding Ph. D. candidates. Prospective graduates shall attend the graduation practice to learn the specifics of that process. Generally, however, the candidate can expect to be asked to come to the stage with his or her major professor. The major professor then hoods the candidate to signify that the candidate has completed all requirements for the Ph. D. degree. This is a magnificent culminating activity for the candidate, family members, and friends.

XXII. *Timeline of Activities*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters 1 and 2</td>
<td>Candidates are assigned a faculty advisor</td>
</tr>
<tr>
<td></td>
<td>Candidate enrolls in coursework.</td>
</tr>
<tr>
<td></td>
<td>Candidate begins to focus on research area of interest.</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Candidate enrolls in coursework.</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Candidate enrolls in coursework.</td>
</tr>
<tr>
<td>Semester 5</td>
<td>Candidate enrolls in coursework.</td>
</tr>
<tr>
<td>Semester 6</td>
<td>Candidate enrolls in coursework.</td>
</tr>
<tr>
<td>Semester 7</td>
<td>Candidates enroll in EDA 7905 Directed Independent Study (1-6 hours) and EDA 7967 Comprehensive Examination (0 hours). Candidate takes Ph. D. Written Comprehensive Examination in November. If successful, candidate is admitted to Ph. D. candidacy. If the candidate is unsuccessful, he or she will enroll in EDA 7905 Independent Study (1-3 hours) and EDA 7967 Comprehensive Examination (0 hours) for the semester following that in which the Comprehensive Examination was not passed. The Dissertation Committee is constituted. Committee meets with candidate to outline plan of work.</td>
</tr>
</tbody>
</table>

Committee approves the prospectus questions and methodology.
Candidate defends the prospectus (Prospectus consists of Chapters 1, 2, and 3) to his or her committee. Committee approves prospectus in writing.

Dissertation Chapters 1-5 are completed and reviewed by the committee.

Committee determines that dissertation is ready to be defended and that the candidate is ready to defend the dissertation. The dissertation is submitted to the Ph. D. Program Coordinator according to the published Ph. D. dissertation defense deadlines. The College of Education, Graduate School and Research and Department Chair are notified.

The approved dissertation is placed on review for at least 10 working days. The date, place, and time of the defense are announced.

The committee prepares candidate for the dissertation defense.

Candidate defends dissertation.

If successful, candidate makes revisions and gets signature of committee members and chair.

Dissertation Committee Chair submits signed dissertation approval pages to Department Chair for approval who forwards to the Dean of the College of Education for approval. Dean of the College of Education forwards approval pages to the Dean of Graduate Studies and Research for approval. The Graduate Dean returns the signed dissertation approval pages to the Committee Chair.

Candidate submits copies of the dissertation with appropriate fee to the Graduate Studies and Research.

Graduate Studies and Research contracts for required bound copies. The Major professor is responsible for making sure that the candidate’s dissertation adheres to APA writing style and formatting required by Graduate Studies and Research.

If the candidate’s defense is unsuccessful, the committee reviews the issues of concern with him or her. The candidate then has the option of beginning the process anew. That is, the
candidate revises the dissertation, gets the approval of his or her committee to indicate that the revised dissertation is ready for a new defense. The dissertation is filed for professional review for at least 10 calendar days. A second public defense is held.

XXIII. Questions and Answers

Q: What happens if I am unable to attend classes in a given semester?
A: Because of the use of a cohort model, there are few options for reassigning candidates. Such matters will be handled on a case-by-case basis.

Q: What about financial aid?
A: A limited number of Assistantships are available for candidates in the Ph. D program. Candidates seeking financial aid should complete the appropriate forms to enable the department to determine need. Financial award letters are sent to candidates as early as possible in the summer semester. Normally, candidates are awarded financial assistance for no more than three years.

Q: How do I register for classes?
A: Candidates are responsible for registering for classes. Candidates should become familiar with the University website, www.famu.edu, particularly the Registrar’s link. Candidates can also get information on registration dates from department personnel. Each semester candidates will receive an e-mail from the Program Coordinator regarding registration dates, classes offered, and times. Candidates at the dissertation level will receive an e-mail regarding the particular section of EDA 7980 they should register for and also the reference number for the particular section. Again, candidates are responsible for registering for the appropriate classes and the appropriate time. Late fees incurred because of failures related to registration are the responsibility of the candidate. The Ph. D. Program Coordinator and department personnel are available to respond to questions and to assist in the registration process.

Q: What should I do if I have concerns about my progress?
A: Each candidate admitted to the Ph. D. program is assigned an advisor. The candidate’s advisor is the first point of contact in matters pertaining to matriculation. If the matter is not resolved at that level, the candidate should, in this order, contact the Program Coordinator, Department Chair and then Dean of the College of Education.
Q: How long do I have to complete my degree?

A: Upon admission to candidacy, candidates have five years in order to complete the degree. Candidacy begins the semester immediately following passing the comprehensive examination. Candidates who have not completed their degrees within this five-year period will be withdrawn from the program. When it becomes apparent that a candidate will exceed the 5-year time frame for degree completion (Major Professor), a letter will be sent by the Ph. D. Program Coordinator to the candidate confirming the event. The major professor and program coordinator should have close communication in this situation. The determination must be made that the candidate is unable to complete in the 5-year time frame.

1. A candidate who has not completed the Ph. D. degree within the allotted 5-year time frame may request an extension of time. The request for an extension is made to the Educational Leadership program faculty through the Department Chair with copies to the Dean of the College of Education and the Dean of Graduate Studies. The candidate’s request must be in written form and contain reasons for the request for an extension. The candidate’s letter should contain specific references to circumstances that prevented the candidate from completing the degree requirements within the 5-year time limit.

2. The Ph. D. in Educational Leadership faculty will meet to review and consider the candidates appeal for an extension to complete the program. Candidates may be requested to meet with the program faculty regarding the reasons and make a presentation on the state of the candidate’s research. This presentation will be information used in the faculty’s decision-making process.

3. The Ph. D. in Educational Leadership program faculty will make a decision to accept the candidate’s appeal and recommend an extension in order to complete the Ph. D. requirements. The program faculty may reject the candidate’s appeal for an extension to complete the requirements for the degree.

4. If the program faculty accepts the candidate’s appeal and decides in favor of an extension of time, the faculty will stipulate the conditions of the extension, which may be but are not limited to the following: a) additional course work, b) qualifying examination, and c) continuous enrollment. In each case, the program faculty will determine an individual plan for program completion. A candidate granted an extension to complete dissertation must complete all requirements within the specified time period. No monetary assistance will be provided candidates who have received an extension to complete all Ph. D. requirements.

5. When the program faculty rejects the request for an extension of time to complete requirements the candidate may appeal to the Dean of the College of Education.

Q: What is the format for the dissertation?

A: See information below.
XXIV. Putting the Manuscript in Its Final Form

**Format**
This chapter specifies the format that must be adhered to in preparing the final copy of your manuscript.

**Margins**
Every page of the manuscript must be kept within the following margins:
- Top: 1 inch minimum
- Bottom: 1 1/4 inch minimum
- Right: 1 inch minimum
- Left (binding edge): 1 ½ inch minimum

It might be a good idea to set these margins from the very beginning of the writing process to avoid having to reformat your pages later.

**Spacing and Indentation**
The manuscript must be double-spaced. Use only one side of the page. The first line of each paragraph must be indented five to eight spaces (according to font used).

**Pagination**
Every page of the manuscript must be numbered, except for the title page and the copyright page. This includes text, tables, photographs, illustrations, appendices and the bibliography.

Page numbers of the text are to appear at the upper right corner. The preliminary pages are numbered in lower-case Roman numerals, which are centered at the bottom of the page. Begin numbering the preliminaries with the signature page, which is always iii:

The text and all other pages of the manuscript, including references, caption pages, appendices, photos, figures, charts, etc., are all numbered in Arabic numerals beginning with 1, and continuing consecutively through the end of the manuscript. No punctuation or diacritics of any kind may be used next to the page number (i.e. -4, 4, 4', 4.5, 4a). The page number of every chapter or section is centered at the bottom of the page. Subsequent pages are numbered at the upper right corner.

**Illustrations (Charts, Tables, Graphs, Figures and Captions)**
Illustrations may be located throughout the text or as an appendix, located prior to references and/or bibliography. Charts and tables may be placed horizontally or vertically, but in either case must fit within the required margins. It may be necessary to use a reducing copier in order to achieve this. If necessary, wide tables, charts, and figures can be placed sideways, with the upper portion of the illustrations towards the binding edge. Figures may be embodied in the text or be on a separate page. Figures and tables may be located either throughout the work or in an appendix. List(s) of figures, tables or other illustrations, with a brief descriptive title, must be included in the preliminary pages. If you have a few tables, you may include them in a "list of figures and tables" rather than having separate lists for each.
Captions and Caption Pages
Each figure or table must be numbered and include a caption. The standard is for all captions to be placed above tables and below figures and pictures. Captions may be single or double spaced. Lengthy captions should be single spaced. Use consistent spacing. With full page figures, a facing caption page may be necessary. Such a caption page must be in the mirror image of a normal page: the wider margin is on the right, and the number is in the upper-left corner. The caption is always on a page by itself, not on the back of a preceding page. All captions, with the appropriate page numbers, are listed in the list of figures and/or tables; lengthy captions may be abbreviated to the first phrase.

Photographs, Maps and Slides
Photographs may be included in the body of the manuscript, but they must fit within the specified margins. Pagination must be observed. We strongly recommend black and white or color photocopying which is the best and least expensive method. Otherwise, single-weight matte-finish, fiber-based photographic paper is required. Photographs may not be mounted on acid-free paper. Glossy photographs are not acceptable. Slides must be submitted in clear, polypropylene storage pages. Slides must be numbered and labeled (typed) with the name of the graduate. A list of slides must be included in the table of contents and contain the slide number, title of slide, date and other descriptive information.

Compact Discs and Audio and Video Tapes
Compact discs and audio tapes must be high quality. Video tapes must be VHS format. Tapes must be labeled (typed) with the name of the graduate, title(s) of the work(s), total playing time. In cases where newer technology is being used, consult with the committee members with advice for the graduate dean.

Quotations and Footnotes
If a quotation exceeds six lines, it should be single-spaced and set off from the text with an indentation of an additional 1/2" on both the right and left, measured from the right and left margins. No quotation marks may be used in this case.
Footnotes may be placed either at the end of the chapter or at the bottom of the page; in the latter case, they are to be separated from the text by a solid line extending approximately 20 spaces from the left margin. Footnotes are single-spaced with a double space between footnotes. Endnotes are to be placed at the end of the manuscript. Most word processing programs have features that automatically format footnotes and endnotes.

Appendixes, References, Bibliography
Appendices may be single-spaced. References are to be single-spaced with a double space between entries. A bibliography lists works that you consulted or to which the reader may be referred, while "references" is used to head a list of works cited in the text. The format of the references and/or bibliography should follow that of your discipline. Do not depersonalize non-primary authors by referring to them in the bibliography as et al.
Using Published Material

If approved by your committee, reports of research undertaken during your graduate study at Florida A & M University, that have been published or submitted for publication in appropriate media, may be accepted in their printed form in full or in part as the doctoral dissertation or master's thesis.

If the reprinted material has co-authors beyond the dissertation advisor, you must submit letters from these co-authors to the Academic Dean, giving their approval for the reprints to be used. This must be done even if copyright has been retained. You need to determine if the publisher's permission is also required.

Reprints must adhere to the prescribed margin specifications and be printed on 24 lb. acid-free paper. The name and date of the journal from which the reprint is taken must appear on the first page of the reprint but is optional on subsequent pages. Chapters may have their own abstract.

Acknowledgment of the use of a reprint is to be included in both the "Acknowledgments" section and at the end of the reprint chapter. A sample statement would read:

The text of Chapter Three (or this chapter), in part or in full, is a reprint of the material as it appears in (name of publication). The dissertation or thesis author (or I) was the primary (or secondary) researcher and/or author and the co-author(s) listed in this (these) publication(s) directed and supervised the research which forms the basis for this chapter.

It is your responsibility to ensure that the use of published material is in compliance with the copyright laws of the United States. When you are the copyright owner, you must supply a copyright page giving the following information for each publication:

Copyright by (name of author-copyright owner); Copyright registration number (obtain this from the copyright certificate); Year copyright was obtained.

When the copyright owner is someone besides you, it is necessary to obtain permission to reproduce material in the dissertation and on microfilm. No dissertation containing material that has been copyrighted will be accepted without appropriate authorization.

Freestanding Chapters

In some circumstances, the nature of the dissertation or thesis may naturally lead to its division into chapters that can be self-contained or freestanding and that may constitute material essentially ready for submission for publication. Such a division is an acceptable alternative to the customary format but is subject to the following restrictions:

• The manuscript will contain a general abstract and may contain a general introduction to the subject of research.

• Each chapter may have an abstract, introduction, and subsequent subsections in the style usually followed in the particular discipline.

• All chapters must utilize the same editorial style for footnotes, references, identifications of figures, equations, and other material, as well as for the location of footnotes, references and figures.
• The figures, tables and appendices must carry chapter identification or be consecutively numbered. Figures or tables in one chapter may be referred to in another chapter by referring to the former chapter as a separate document. In the list of figures and/or tables called for in the table of contents, the figures and tables for each chapter should be listed under suitable chapter subheadings.

Style Manuals
Choose the style manual that is most commonly adhered to in your field of study, and follow it consistently. The APA style manual, latest edition, is used for this doctoral program.

Organization

Language Requirements
The dissertation must be written in English, with the exception that students specializing in a foreign language may write the manuscript in the respective language. Those who choose this option must submit two abstracts. One must be approximately 1000 words and in English. The other (250 words for a master's, 500 words for a Ph.D.) must be written in the language of the dissertation.

Preliminary Pages
The following preliminary pages precede the body of the manuscript in the following order and are numbered using lower case Roman numerals centered at the bottom of each page:

• *Title page (not numbered; see sample)
• *Copyright page or blank page (not numbered; see sample)
• *Signature page (always numbered: iii; and pages thereafter numbered consecutively; see sample)
• Dedication page (optional)
• *Table of contents (see sample)
• List(s) of symbols, figures, tables, illustrations, and/or photographs (if contained in manuscript -see sample)
• Preface (optional)
• Acknowledgment(s) (optional)
• *Vita, publications, fields of study (doctoral dissertations only)
• Abstract (final item in the preliminary pages-see sample)

* Required pages
In the Appendix, you will find samples illustrating the preliminary pages. Your table of contents lists all parts of the manuscript including all preliminary pages (beginning with page iii), text divisions, appendix, references, and bibliography. If you include a preface, no part of the manuscript, which is essential to an understanding of the main body of the text, should appear in the preface.
The Abstract

It is important to write an abstract which gives a clear impression of the content and major divisions of the dissertation, especially since the abstract for the doctoral dissertation will be published by Bell and Howell Information and Learning (formerly known as University Microfilms International - UMI). Use whole sentences, not elliptic phrases. Abstracts for dissertations and theses must not exceed 500 words.

References

Reference matter follows the text of the dissertation. This may include appendices, addenda (such as questionnaires or computer data), references and bibliography. This order should be followed in formatting either an entire paper or individual, free-standing chapters.

Final Production of Manuscript

Overall Appearance

The general appearance of your manuscript is most important. One copy of your bound manuscript is deposited with the main library; one with the School of Graduate Studies and Research, and another with your department. Prior to being shelved in the library, the circulating copy of your manuscript will be forwarded to Bell and Howell Information and Learning (formerly known as University Microfilms International - UMI) to be microfilmed for use by scholars around the world. Master's thesis is not microfilmed.

Crossed out words or letters, strike-overs, erasures or other corrections in the manuscript are not acceptable. Liquid paper or other correction techniques are not allowed, and no material may be mounted by use of paper clips, staples, or adhesives of any kind, including photographic dry mounting tissue. Page headers are not permitted in any form. Page footers may only be used for creating standard footnotes.

Paper and Methods for Printing Final Copies

The three copies of your work prepared for submission to Graduate Studies, your department and the library must be on 8 1/2" x 11", unpunched, unbound, white acid-free paper and cannot contain lines, smudges, spots, glitches, or shaded background. Watermarks identify content and, therefore, appear on each sheet of paper. Original copies must be submitted to the School of Graduate Studies for approval prior to binding.

Some students prefer to make copies using a laser printer. This method is the most time consuming but normally provides the best quality copies. Many students make use of a commercial copy company. Copies done on departmental or self-service copy machines are rarely clean enough to meet the University's quality standard. If using a copier service, plan to provide them with a clean, laser printed copy on good quality paper -- not recycled.

Typeface

Consistency is vital. Any easily read typeface style is acceptable with the exception of cursive types. The most common are Courier New, Times New Roman, Chicago, Helvetica, Arial and Palatino. The same typeface style must be used throughout. The point size must be 10 or larger. Bell and Howell Information and Learning recommend a large pica type -- 10-
Formats for Preliminary and Other Pages
This chapter contains format requirements for the pages preceding the text and for other required pages.
The following preliminary pages precede the body of the manuscript in the following order and are numbered using lower case Roman numerals centered at the bottom of each page:
- *Title page (not numbered; see sample)
- *Copyright page or blank page (not numbered; see sample)
- *Signature page (always numbered: iii; and pages thereafter numbered consecutively; see sample)
- Dedication page (optional)
- *Table of contents (see sample)
- List(s) of symbols, figures, tables, illustrations, and/or photographs (if contained in manuscript -see sample)
- Preface (optional)
- Acknowledgment(s) (optional)
- * Vita, publications, fields of study (doctoral dissertations only-see sample)
- * Abstract (final item in the preliminary pages-see sample)

* Required pages

Title Page
The title of your manuscript should be as succinct and concise as possible. Because scholars from all over the world may be using key word searches to locate research in your field, it is recommended that you use words for formulas, symbols, Greek Letter, etc. University Microfilms cites the following example: “Metabolic Relationships of P and K+ Uptake Mechanisms in Snap Beans (P. vulgaris) Roots” should be written as “Metabolic Relationships of Inorganic Phosphate and Potassium Uptake Mechanisms in Snap Bean (Phaseolus Vulgaris) Roots.”
Use your legal name on your manuscript, and make sure that it is identical on the title page, the copyright notation, and the abstract. For example, do not use your first name and initial in one place and your first name and middle name in another place.

Copyright Page
If you have had large sections or your entire manuscript published or copyrighted, and you are the copyright owner, then you must supply a copyright page giving the following information for each publication:
- Copyright by (name of author-copyright owner);
• Copyright registration number (obtain this from the copyright certificate);
• Year copyright was obtained.

Signature Page

Three original signature pages on acid-free paper are required for the three manuscript copies (one for the School of Graduate Studies and Research, one for the library and one for your department). Signature pages for personal copies may be photocopies. All signatures must be in black ink.

To avoid any problems with the signature page, be sure that the page is on the correct paper, has the correct signatures in black ink, has the correct date of defense, follows the correct format, and has no corrections.

Each committee member’s name should be printed under the appropriate signature line. Be sure to spell the committee members’ names correctly. Check with them to ascertain how they want their names printed. The status of the member should be printed under the name.

Example:

_______________________________
Limus Carolina, Ph. D.
Professor Directing Thesis
_______________________________
York Conner, Ph. D.
Committee Member

Degrees should appear after the professor’s name (i.e. Ph. D., M. S.). No one may sign for another person. Further, no one should sign who is not an official member with appropriate graduate directive status. Be reminded that the correct name for the school which handles all graduate affairs is the School of Graduate Studies and Research. The Dean of the School of Graduate Studies and Research is Dr. Chanta M. Haywood.

Dedication Page

The dedication page is optional, and should be for special recognition only. There should not be any heading on the page, but the page should be numbered. Make sure that the dedication is brief and centered about a third of the way down the page.

Acknowledgments Page

This page is also optional. It should recognize any special assistance received during the work on the manuscript. This is the appropriate place to acknowledge support from a contract or grant.
The word “ACKNOWLEDGMENTS,” in capital letters, should be centered two inches down from the top of the page. The text should be double-spaced.

Table of Contents
The heading for this page should read “TABLE OF CONTENTS.” It should be in all capital letters, and centered with a two-inch top margin. Only items that follow the table of contents should be listed. You should not list the title page, signature page, dedication page or acknowledgments page. The contents should begin with the List of Tables and List of Figures (where applicable) and the abstract. Chapter titles and major headings should be listed word-for-word as they appear in the text. Page numbers must be given for major divisions.

List of Tables and List of Figures
The lists of tables and figures should have a heading of “LIST OF FIGURES” or “LIST OF TABLES” in capital letters, centered with a two-inch top margin. Table titles and figure titles should be single-spaced with double spacing between entries. Page numbers must be given for each table and figure. The titles should be listed word-for-word as they appear in the text. Table and figure titles should not be combined into one list.

Vita
All Ph. D. candidates should submit a copy of a current curriculum vita (referred to commonly as C. V.). Your C. V. is an academic version of your resume. It outlines your educational background, research and teaching experience, awards and achievements, grants received presentations at conferences, publications (articles and books), professional affiliations and references. All universities and colleges require a copy of your C. V. with job applications, be sure to keep yours updated.

Reference Pages
Be sure that the reference style you use follows the established format in your field. Whatever style you use, references should be single-spaced with a double space between citations.

APPENDIX

PREPARATION & SUBMISSION CHECKLIST
1. I have registered for dissertation & thesis hours.
2. I have requested and obtained permission to use my own published or co-authored material in my manuscript.
3. I have gotten approval from the IRB (Only when applicable.) and school districts (when applicable).
4. The spelling of the names of my committee members, my school, Department Chair, Dean of the College of Education, and the Dean of the School of Graduate Studies and Research have been approved and are listed correctly.

5. The School of Graduate Studies and Research has been listed under Dean Chanta M. Haywood’s name.

6. My signature page has been correctly signed in black ink.

7. My table of contents page coincides with my actual pages in my text.

8. All of the preliminary pages comply with the guidelines in this manual.

9. I have completed and submitted the Degree & Diploma Application.

10. I have set my defense date in consultation with my Major Professor.

11. I have notified Graduate Studies of my defense date two weeks before I defend.

12. My Committee Chair has certified to the Graduate Dean, in writing, that I have passed or failed my defense.

13. I have submitted my completed manuscript on 24 lb., acid free white paper to the School of Graduate Studies to be bounded in the officially approved olive green color with a hardback cover.

14. I have submitted a copy of my officially bounded dissertation or thesis to the Department of Educational Leadership and Human Services, Coleman Library, Graduate Studies and Research, College of Education, and dissertation committee members.

15. I now have my Ph.D. from Florida A & M University
XXV. SAMPLE PAGES
(2 inch top margin)

THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
NAME OF COLLEGE OR SCHOOL

TITLE OF THESIS OR DISSERTATION
By
NAME

A Thesis or Dissertation submitted to the
Correct Name of Department
in partial fulfillment of the
requirements for the degree of
Correct Name of Degree

_______ Semester, Year
Copyright 2001
Name

All Rights Reserved
(Include copyright notation only if requested and paid for)
→ 1 ½ inch left margin

(2 inch top margin)
The members of the Committee approve the thesis OR dissertation, entitled, _________________, by student’s name defended on date defended.

________________________
Correct Typed Name and Degree
Professor Directing
Thesis/Dissertation

________________________
Correct Typed Name and Degree
Outside Committee Member

________________________
Correct Typed Name and Degree
Committee Member

________________________
Correct Typed Name and Degree
Committee Member

Approved:

________________________
Name of Department Chair, Chair, Department Name
(Ex. Edward Jones, Ph. D., Chair, Department of Computer Information Sciences)

________________________
Name of Academic Dean, Dean, Name of College or School
(Ex. Larry Harris, Ph. D., Dean, College of Arts and Sciences)

________________________
Name of Graduate Dean, Dean, School of Graduate Studies and Research
(Ex. Chanta M. Haywood, Ph. D., Dean, School of Graduate of Studies and Research)
(2 inch top margin)
TABLE OF CONTENTS

<table>
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<td>References</td>
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</tr>
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</table>
LIST OF FIGURES

1. Heading 7
2. Heading 12
3. Heading 23
ABSTRACT

The abstract bound with the manuscript should have a heading of the word “ABSTRACT” in all capital letters, with a two-inch top margin.

The left margin should be one-and-a-half inches, and the right and bottom margins should be one inch. The page number should be in lower case Roman numerals at the center bottom, with a one-inch bottom margin.

The text should be double-spaced. It should not exceed 500 words.
SAMPLE VITA

STUDENT’S NAME

PROFESSIONAL CERTIFICATION:

National Certified Counselor (NCC), National Board for Certified Counselors, Inc. (NBCC) - certification number: 06112

EDUCATION:

Ph. D. 2000 Florida Agricultural and Mechanical University, Tallahassee, Florida
   Educational Leadership
M. Ed. 1980 Clemson University, Clemson, South Carolina
   Student Services in Higher Education
B. S. 1975 University of Arizona, Tucson, Arizona
   Public Administration with concentration in Correctional Administration

EMPLOYMENT EXPERIENCES:

2000-Present Senior Educational Program Director
   Florida Department of Education
   Program Director I, 1997-2000
   Program Specialist IV, 1996-1997
   Program Specialist Supervisor II, 1993-1996
   Program Specialist III, 1988-1993

1984-1988 Coordinator, Training and Support Services
   State of Florida Executive Office of the Governor

FUNDED PROJECTS:

- Moore About Computers, Leon County School District, 1987-1988, W.T. Moore Elementary School, Tallahassee, Florida. An after school program designed to provide academic enrichment (math and computers) and career development to minority students.
- Drop-Out Intervention Project (DIP), Manpower Training Program, Job Training and Partnership Act (JTPA), 1983-84, Tri-County Technical College, Pendleton, South Carolina. A training program for students and at-risk youths.
- Female and Minority (FM) Project, Appalachian Regional Commission, South Carolina, 1980-1983, Tri-County Technical College, Pendleton, South Carolina. A program designed to recruit, train, and retain minorities and females in high technology careers.
- Pilot Project to Recruit and Train Rural and Low-Income Women for High Technology Occupations, Department of Labor, Women’s Bureau, 1982-1984, Tri-County Technical College, Pendleton, South Carolina. A recruitment and training program for women.
Vita – Student’s Name – 2


REFERENCES: Available upon request
COPYRIGHT PERMISSION FORM

Any student who intends to quote or reproduce material beyond the limits of “fair use” from a copyrighted source should have written permission from the copyright holder. A letter such as the example below should be sent to the copyright holder. A copy of the signed permission letter should be put in the appendix of your manuscript.

[Use official letterhead]

Dear ____________________:

My name is _____________, and I am completing a thesis/dissertation at Florida A & M University entitled “__________.” I would like your permission to reprint in my manuscript excerpts from the following:

[Insert full citation and description of the original work]

The requested permission extends to any future revisions and editions of my dissertation/thesis, including non-exclusive world rights in all languages. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you. {Doctoral students should add the following statement: This authorization is extended to Bell and Howell Information and Learning for the purpose of reproducing and distributing copies of this dissertation.} Your signing of this letter will also confirm that you own [or your company owns] the copyright to the above described material.

If these arrangements meet with your approval, please sign this letter where indicated below and return it to me in the enclosed return envelope. Thank you very much.

Sincerely,

[Your name and signature]

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE

________________________________
[Type name of addressee below signature line]
Date: ____________________

Florida Agricultural and Mechanical University
School of Graduate Studies and Research
Dr. Chanta M. Haywood, Dean
DEFENSE ANNOUNCEMENT FORM

(Please type)
Name: __________________________________________________
Department:____________________________________________________
Major Professor:_________________________________________________
Defense Day _____________ Date _________________ Time _____________
Location (Room and building) ___________________________________________
Dissertation Thesis (Please circle one)
Title:
______________________________________________________________

The School of Graduate Studies and Research
and the
(Name) Department
Announce the
Defense
of
Project Title,
A Doctoral Dissertation
by
Your Name
Project Chaired by: Chair’s Name and Title
Date:
Location:
Time:
The Public is Encouraged to Attend
XXVI. Suggestions and Feedback

We invite you to provide the Department with suggestions and feedback on this handbook. Please submit your comments to the Department Chair. Thanks.

I. PROSPECTUS ABSTRACT - The abstract for the Prospectus is a concise overview (summary) of the research that will be conducted. The Abstract should be written in 300 words or less. Depending on the Research Approach, Quantitative, Qualitative, or Mixed, the Abstract may or may not contain all of the items listed. It is recommended that you discuss with the Major Professor the inclusion of the specific items, as some of the listed items are associated more with Quantitative or Qualitative research. Invariably, Quantitative Research uses an Instrument(s) while Qualitative research relies upon the researcher.

1. Introduction
2. Problem
3. Purpose
4. Significance
5. Hypothesis(es) and/or Research Question(s)
6. Methodology
   a. Type of Research
      - Statistical Test(s) [Quantitative]
      - Research Technique(s) [Qualitative]
   b. Population
   c. Sample
   d. Sampling
   e. Procedures
   f. Setting
   g. Instrument(s)
7. Data Collection
8. Data Analysis
9. Conceptual Framework

For Qualitative Research the Abstract may have narrative related to Participants, Control of Researcher Bias, and Anticipated Ethical Problems. Often in Qualitative Research the researcher is the Data Collection instrument. However, if other instruments are used then Reliability and Validity need to be established.

The Prospectus is comprised of the first three Chapters of the Dissertation, Chapter 1 Introduction, Chapter 2 Literature Review, and Chapter 3 Method

II. DISSERTATION ABSTRACT - The abstract for the Dissertation is a concise overview (summary) of the research that has been completed. The Abstract should be written in 300 words or less. Depending on the Research Approach, Quantitative, Qualitative, or Mixed, the Abstract may or may not contain all of the items listed. It is
recommended that you discuss with the Major Professor the inclusion of the specific items, as some of the listed items are associated more with Quantitative or Qualitative research. Invariably, Quantitative Research uses an Instrument(s) while Qualitative research relies upon the researcher.

1. Introduction
2. Problem
3. Purpose
4. Significance
5. Hypothesis(es) and/or Research Question(s)
6. Methodology
   a. Type of Research
   b. Population
   c. Sample
   d. Sampling
   e. Procedures
   f. Setting
   g. Instrument(s) (Reliability, Validity, Pilot Study)
7. Data Collection
8. Data Analysis
9. Conceptual Framework
10. Results
11. Findings
12. Conclusions
13. Recommendations

For Qualitative Research the Abstract may have narrative related to Participants, Control of Research Bias, and Anticipated Ethical Problems. Often in Qualitative Research the researcher is the Data Collection instrument. However, if other instruments are used then Reliability and Validity need to be established.

It is recommended that the Abstract be the final element of the Dissertation that is written.

III. DISSERTATION
1. Title Page
2. Copyright or Blank Page (Individual must pay for Copyright)
3. Signature Page
4. Dedication
5. Acknowledgements
6. Author’s Statement
7. Notice to Borrowers
8. TABLE OF CONTENTS
9. LIST OF TABLES
10. LIST OF FIGURES
11. LIST OF CHARTS
Chapter 1 INTRODUCTION – *(can put conceptual framework in Introduction)*
- Problem Statement
- Purpose of the Study
- Significance of the Study
- Research Question(s)/Hypothesis(es)
- Methodology Overview (Very Brief)
  - Type of Research
  - Population
  - Sample
  - Sampling
  - Procedures
  - Setting
  - Instruments (Reliability, Validity, Pilot Test)
  - Data Collection
  - Data Analysis
  - Conceptual Framework
  - Delimitations (Quantitative Research)
  - Limitations (Quantitative Research)
  - Definition of Terms
  - Organization of the Dissertation

*For Qualitative Research, the Introduction may narrative related to Participants, Control of Research Bias, and Anticipated Ethical Problems. Often in Qualitative Research the researcher is the Data Collection instrument. However, if other instruments are used then Reliability and Validity need to be established.*

Chapter 2 - REVIEW OF THE LITERATURE
- Literature Review by Headings within the Chapter
- Summary of Chapter

Chapter 3 – DESIGN OF THE STUDY or METHOD
- Type of Research
- Statistical Test(s) (Quantitative)
- Research Technique(s) (Qualitative)
- Research Questions
- Population
- Sample and Sampling Procedures
- Instrumentation
- Pilot Test
- Data Collection Procedures
- Data Analysis
Chapter 4 – DATA ANALYSIS AND RESULTS
   Analysis and Results for each Research Question(s)
   Analysis and Results for Hypothesis(es)

Chapter 5 - FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS
   Brief Restatement of Problem
   Brief Restatement of the Purpose
   Findings
   Conclusions
   Recommendations for Further Study

References
Appendixes
   Appendix A
   Appendix B

IV. Qualitative Dissertation Format

The format for a Qualitative dissertation differs substantially from that of a Quantitative dissertation. Some of the differences are found in:

The presentation of the literature review. While the Quantitative dissertation utilizes Chapter 2 as the Literature Review, the Related Literature in a Qualitative dissertation may appear in a Chapter 2, or it may be integrated throughout the document. Chapter 2, however, may be used in Qualitative Research as the chapter for the Literature Review. Qualitative dissertations are not contained in 5 chapters. There may be 5 or more chapters to the Qualitative dissertation. In this arrangement, Chapter 2 contains the Methods. In Qualitative Research the researcher becomes the instrument.

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Dedication
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Notice to Borrowers
TABLE OF CONTENTS
LIST OF TABLES
LIST OF FIGURES
LIST OF CHARTS
LIST OF ACRONYMS
VITA
ABSTRACT

Chapter 1 INTRODUCTION – (can put conceptual framework in Introduction)
   Background/Overview
For Qualitative Research, the Introduction may narrative related to Participants, Control of Research Bias, and Anticipated Ethical Problems. Often in Qualitative Research the researcher is the Data Collection instrument. However, if other instruments are used then Reliability and Validity need to be established.

Chapter 2 - REVIEW OF THE LITERATURE or RESEARCH METHODS
Literature Review by Headings within the Chapter
Summary of Chapter

Chapter 3 – DESIGN OF THE STUDY or METHODS
The Qualitative Paradigm
Qualitative Research Techniques
Participants and Site
Entry into the Field
Sources of Data
Data Collection Procedures
Instrumentation (if instrument other than researcher used)
Pilot Test (if required)
Data Analysis

Chapter 4 – PRESENTATION OF THE DATA
Results by Research Question(s)

Chapter 5 – Discussion

Chapter 6 - FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS
Brief Restatement of Problem
Brief Restatement of the Purpose
Findings
Conclusions
Recommendations for Further Study

References
Appendices
Appendix A
Appendix B

OTHER PROSPECTUS AND DISSERTATION CONSIDERATIONS

1. Did you use the latest edition of the APA throughout the document?
2. Is your proposal written in the future tense?
3. Is your dissertation written in the past tense?
4. Did you provide adequate, correct and appropriate citations? Did you most often use several researchers together as a citation?
5. Is your work free of grammatical errors?
6. Did you ensure that every paragraph had at least 2 sentences?
7. Are your right, left, top and bottom margins formatted to Graduate Studies standards?
8. Are your pages numbered correctly?
9. Did you give your feelings instead of providing citations? Don’t.
10. Are your sentence structures well done?
11. Did you exclude slang and inappropriate language?
12. Did you overuse some author(s)?
13. Use primary source citations not secondary source citations (cited in Johnson, 1999)?
14. Is your purpose clear?
15. Is your problem clear?
16. Did you clearly state the importance of this research?
17. Is your methodology clear?
18. Is your sample size appropriate?
19. Is your work free of spelling errors?
20. Have you presented your findings in the most easily understood manner? Findings are not the same as the results.
21. Does your title tell what your research is about without being too long?
22. Are your statistical test results and interpretations correct?
23. Are your terms clearly defined?
24. Did you use an acronym only after first stating it?
25. Did you contribute to the knowledge base?
26. Did you follow the correct outline?
27. Were all forms submitted on time?
28. Did you do your Institutional Review Board (IRB) Forms when using people or information about people?
29. Did you get IRB approval before starting research?
30. Did you maintain weekly communication with and/or products to your major professor?
31. Are you maintaining proper respect with your major professor and committee?
32. Are all authors used in the dissertation cited in the Reference list?
33. Did you quote sources.
34. Did you avoid plagiarism.