

Florida Agricultural and Mechanical University

College of Education

Department of Educational Leadership and Counseling

PhD in Educational Leadership Graduate Student Handbook

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Section 1. The PhD in Educational Leadership Program

Introduction

Congratulations! If you read this handbook, you have likely 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 graduate student, you are a part of a developing PhD program. Approved by the Board of Regents in 1997, the Doctor of Philosophy (PhD) degree is a nontraditional program offered by the Department of Educational Leadership and Counseling to qualified applicants who desire to acquire critical knowledge, methodologies, and skills to become transformational school leaders. What is most distinctive about FAMU's PhD program in Educational Leadership is that it prepares school leaders to proactively develop educational systems and cooperative partnerships to address society's human resource needs, particularly in rural and urban school settings, for the 21st century and beyond.

Critical to the success of the PhD program are the faculty members in the Department, who are an impressive combination of academicians and practitioners. While all are accomplished professors, some are noted scholars on regional and national boards and commissions. In contrast, 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 PhD degree.

This handbook is designed to provide graduate students with information about policies and procedures that govern the PhD program. We ask that you regard this handbook as a work in progress. We regularly update the handbook as our program develops to reflect the changes. We invite you to assist us by suggesting how it might be improved. 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 laws, policies, and procedures of the University and Graduate School will supersede those of the Department. It is the responsibility of all graduate students to understand all the rules and regulations outlined in the Florida A&M University Catalog.

This handbook is not a contract with graduate students. Instead, 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 graduate students promptly.

We assure you that an exciting journey awaits you.

Mission Statement

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

Vision

To become a leader in preparing exceptional educational leaders in schools and educational organizations.

Cohort Model

The Doctoral Program utilizes a cohort model, in which a group of graduate students moves through the program together, taking all classes sequentially. Our program's cohort approach is unique because it allows for courses that specifically address the issues, policies, and practices that are distinctive to educational school leadership.

In addition:

- Cohorts offer mutual academic, emotional, and logistical support and allow members to learn from and study with one another. The camaraderie that develops helps with stressful times in the program. Study groups, team projects, and other experiences within the cohort nurture the skills and dispositions of collaboration critical to educational leadership.
- Cohorts establish personal and professional ties that often last beyond the Doctoral Program. Such networks are valuable for career development, professional growth, support, and future collaborative projects and initiatives across sites, districts, or colleges.
- The cohort experience facilitates and reinforces everyone's timely progress through the program. The group expects all but the occasional graduate student to complete the program successfully, including all program benchmarks.

The scholar-practitioner approach.

The scholar-practitioner model is the framework that guides research and learning in the program. This means that our program is based on a balance between lessons from research and scholarly literature, on the one hand, and best practices from the field, on the other hand.

Other—ideally bridging the gap between research and practice to benefit graduate student learning and the educational institutions they eventually lead. Under this model, each side can significantly inform the other, with graduate students using the literature to contextualize and critically reflect on their practice and using their experience as practitioners to challenge and contribute to research findings. Professors, mentors, and advisors guide graduate students in studying significant educational problems through

understanding and critiquing education scholarships, designing and conducting their field-based inquiries, and working with practitioners to implement and assess interventions in a continuous action-planning cycle for improvement. This approach aims to enhance educational practice, effect profound changes in PK-20 student achievement, and reform educational organizations.

The PhD Educational Leadership Program at FAMU is an intellectually rigorous, application-oriented program built around the craft of knowledge and research about teaching, learning, and leadership. It has a clear mission and focus and is centered on common goals. It recognizes the changing knowledge base about educational school leadership, the need for high standards and expectations, and the importance of professional ethics and dispositions. The program advances knowledge of and capacity for effective leadership practice in meaningful ways for our graduate students.

Section 2. DEPARTMENT OF EDUCATIONAL LEADERSHIP FACULTY

Full-Time Faculty

Dr. Paul D. Collins: Interim Chair, Associate Professor.

Dr. Collins received his Ph.D. in Educational Leadership from Miami University. He holds undergraduate degrees in Liberal Studies and Elementary Education from the University of Central Florida and Florida A&M University. Dr. Collins also has an M.Ed. in Elementary Education from Florida A&M University. He was an Academic All-American and the Scholar-Athlete award recipient during his senior year on the FAMU baseball team. Dr. Collins has over 20 years of experience in education at traditional public, public charter, private/independent, international, and higher education levels. He has served as an Assistant Professor in the Division of Education at Baldwin-Wallace University and as a Teaching Associate at Miami University, where he facilitated undergraduate and graduate-level courses, served on university committees, and advised students. He has authored publications and has made many conference presentations. Additionally, Dr. Collins researched Ghana and West Africa and spent a summer term as a visiting lecturer at the University of South Africa. He has been an elementary and middle school educator and transformational administrator in Florida and Georgia public schools for many years. Dr. Collins also worked in various teaching and leadership roles with the Marva Collins/Cleaster Mims College Preparatory School of Cincinnati, Ohio, which operated as an independent educational institution. He also garnered international

Educational leadership expertise while serving as Dean of Students for Emirates National Schools in the United Arab Emirates.

Dr. Lavetta Henderson: Associate 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 of Science in Educational Supervision, a Master 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 holds a North Carolina Professional License in ten areas. Before joining the Educational Leadership and Counseling Department, Dr. Henderson's professional career was in K-12 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. Ghazwan Lutfi: Professor.

Before joining the faculty in Fall 2002, Dr. Lutfi served as the in-house expert on surveys and assessments for the Florida Department of Elder Affairs. He received his PhD degree in 1990 from Florida State University. Dr. Lutfi was a classroom teacher and statistical consultant.

Dr. Patricia Green-Powell: Professor.

Dr. Patricia Green-Powell, Professor, joined the faculty in August 2005. She received her Bachelor of Science degree in Speech Pathology and Audiology from Florida Agricultural and Mechanical University, and her Master's and Doctorate in Educational Administration/Leadership from Florida State University, as a transformational and innovative leader with great vision and principled ethics. Dr. Patricia Green-Powell cares about what happens to college students. She has mentored many college students throughout her career at Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), South Carolina State University (SCSU), and Bainbridge State College (BC). Dr. Green-Powell's scholarship has been published and presented nationally and internationally. She has research interests in K-20 outreach, comparative issues in higher education, and adult literacy enterprises. She serves on several local, state, and national boards and holds membership in multiple organizations, including the American Association of University Women (AAUW), Alpha Kappa Alpha Sorority, Incorporated, and Life Member of the National Association for the Advancement of Colored People (NAACP). She is a member of several state and national committees and

organizations, including Phi Delta Kappa (Life Member) and Kappa Delta PI. Dr. Green-Powell has been a continuous major sponsor and contributor to the fundraising efforts of many non-profit organizations, including Big Brothers Big Sisters of the Big Bend, Elder Care Services, Legal Services of North Florida Incorporated, 100 Black Men of Tallahassee Area Incorporated, Tallahassee Senior Foundation, and the Tallahassee Symphony Orchestra. She is a former Vice President of Student Affairs at Florida Agricultural and Mechanical University and Bainbridge College (the first African-American female appointed to this position). She has served as Interim Dean for the College of Education at Florida A&M University.

Dr. Renee Wallace: Associate Professor.

Dr. Wallace received a Ph.D. in Educational Administration and Supervision and an M.Ed. in Counselor Education from The University of Iowa. She teaches utilizing liberatory pedagogies. Her work centers on educational leadership, intersectionality, and performativity— particularly constructs of gender, sexuality, role, race, and class. She uses qualitative methodologies such as case study, discussion analysis, phenomenology, and critical and post-structural leadership theory trends to guide her work. She has authored and co-authored publications and has made many presentations/workshops/seminars at international, national, regional, and state conferences and school districts. She is on the editorial board of Horizon Publishing, an editorial reviewer of the Universal Journal of Education, and a senior American Educational Research Network Journal editor. Dr. Wallace has a Connecticut Professional Educator Certification in two areas. She enjoys time with her Great Danes.

Section 3. STUDENT SERVICES

Program Admission

1. Three recommendation letters.
2. Master's degree (GPA 3.0 or higher)
3. GRE scores (recent within 5 years)
4. Official transcripts from accredited universities
5. Proposed Area of Research
6. Updated resume'
7. Interview
8. Critique/Writing Sample

Documents 1-6 are uploaded online via the FAMU Graduate School CollegeNet portal.

Orientation Meeting

Graduate students attend orientations before commencing coursework leading to the Ph. D. degree. Generally, there is at least one virtual orientation session each semester. Virtual Orientation sessions occur during August. In addition to the Ph. D. orientation sessions, other cohort meetings may be held each semester.

Assistantships

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

Registering for Courses

Graduate students must register for courses via www.famu.edu. Graduate students in the Ph. D. program are full-time and must register for nine credit hours each semester. Graduate students in the Ph. D. program in Educational Leadership are assigned to courses and dissertation sections. Graduate students will register in their major professors' EDA 7980 Dissertation section. All students must be registered for the course they attend.

Enrollment

Graduate students admitted to the Ph. D. program in Educational Leadership are first enrolled in the fall semester. All graduate students accepted into the Ph. D. program are expected to enroll each semester through the completion of coursework (54 semester hours). Given that the Ph. D. program is predicated on the cohort model, a graduate student not enrolled continuously each semester jeopardizes their timely completion. Any coursework not taken during the semester offered to the cohort will not be offered again until the scheduled time for the subsequent cohort. Graduate students who fail to register for any semester must request a leave of absence through the Department Chair. NOTE: All graduate students are required to purchase a Task Stream Account. This account enables graduate students to upload course requirements and provides perpetual documentation of what graduate students know and can do.

Continuous Registration

Graduate students must maintain continuous enrollment in at least one credit hour in their respective academic programs until all degree requirements have been completed. Students must enroll in at least one credit hour during the last semester, during which graduation is expected. Graduate students not in attendance during two consecutive semesters (exclusive of the summer semester) must reapply for readmission to the university and program.

Grading

1. At the doctoral level, graduate students are expected to achieve an elevated level of scholarship. An overall 3.0 grade point average is required to graduate from the program. Only a "B" or higher grade is acceptable for PhD in Educational Leadership program courses. An earned "C" grade in any course in the PhD program sequence must be repeated. Graduate students can only repeat a maximum of two "C" or below grades in

the Educational Leadership PhD program. All courses in the Ph. D. program sequence are designated as required. All course grades will be considered in the overall grade point average. If a grade is lower than a “B,” a graduate student must wait until that course is offered in the next Ph.D. cohort. A graduate student will not be able to enroll and take the course if the graduate student is still taking courses in their doctoral course sequence. In this event, the department chair and Ph. D. program coordinator will decide regarding the semester and time.

2. The course in which a “C” grade was earned will be offered. A graduate student who earns a “C” in their doctoral sequence of courses in the Ph. D. program negatively impacts their time to program completion. A graduate student earning a “C” in one or more courses in the Ph. D. program in Educational Leadership must complete and submit the necessary paperwork to the appropriate University office for retaking a course. 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. Transfer credit is not accepted into the doctoral program in Educational Leadership.
3. A graduate student whose overall GPA drops below 3.0 will be placed on probation for one semester. The graduate student on probation will receive a letter from Graduate Studies. A graduate student who does not remedy the GPA problem in the succeeding semester may be dismissed from the FAMU Ph. D. in Educational Leadership program. A student on Academic Probation will be required to meet with the program director or the student’s advisor before the start of the following term to review the student’s educational plan to increase the student’s chance of success in the program. Modifications of the plan may be made, as necessary, so that the student and the director will know exactly what conditions are required for the student’s continued enrollment in the program. Both the student and the program advisor/director should sign the plan. After dismissal from a one-degree program, a student always has the option to apply to another degree program, and this option requires an entirely new application. Previously dismissed students who are accepted into new academic programs will have a new graduate GPA.
4. Because of the rigorous nature of doctoral study, the “I” grade for medical circumstances has limited applicability in the Educational Leadership Ph. D. program. The structure of the Ph. D. program also limits the use of the “I” grade for medical circumstances. Graduate students are full-time; they enroll for nine hours each semester. Graduate School policy requires that an “I” grade be changed before or during the semester following 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”. Given that Ph. D. graduate students 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 graduate student 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 inappropriate for long-term health/medical-related circumstances.
The “I” grade for a course will be considered during the withdrawal date of the health/medical course. Withdrawal from the course is recommended when the graduate student has long-term health/medical-related circumstances.

- b). For consideration of the “I” grade, the graduate student must have completed the majority of the course requirements with a “B” or better grade.
 - c). The graduate student should consult the course professor regarding the “I” grade option.
5. A grade of “U” (unsatisfactory) in any phase of the dissertation process shall require the graduate student to be placed on probation for one semester. A second “U” (unsatisfactory) grade in the dissertation process may warrant termination of the graduate student’s degree-seeking status. 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.
6. All graduate students 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 graduate student has conceived in the mind, written, or produced literature that is 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 graduate student’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 decide on the severity of Plagiarism. The seriousness of plagiarism is delineated into three categories: inadvertent (one event of failure to appropriately cite), significant (several instances within the document of failure to cite appropriately), and flagrant (many instances of failure to cite throughout the document appropriately). Penalties for plagiarism are (a) written reprimand recorded on the advanced graduate student 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. Graduate students are encouraged to discuss questions and concerns about plagiarism and what constitutes plagiarism with the faculty member teaching the course.
7. An AI statement will be provided. [See University and Graduate School Policies]
8. Doctoral graduate students must verify an editor before their dissertation defense. This narrative explains the defense announcement and grading procedure when a graduate student transitions to the dissertation oral defense. The defense is a public event and must be announced in writing 10 calendar days before the defense date. Notification of a dissertation defense is sent to the FAMU Graduate School and the Dean of the College of Education. **All dissertations must be submitted to the Ph.D. program Coordinator and Department Chair before the major professor schedules a dissertation defense.** The Ph. D. Program Coordinator and the Dissertation Chair will collaborate to schedule the defense. They recommend proceeding with the defense within 10 calendar days after receipt of the proposed dissertation. **The major professor cannot schedule a defense**

until notified by the Ph.D. program Coordinator to proceed with the defense upon approval to proceed with the dissertation defense (which will designate a final date and time). The dissertation must be made available to Educational Leadership faculty members, the department chair, the Ph. D. Program Coordinator, and the Dean of the College of Education. **The dissertation chair will send the proposal to the program faculty 6-10 days before the defense.** In all instances, the dissertation defense 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). Graduate students have 15 calendar days after the defense date to make all revisions required by the dissertation committee. The dissertation chair is responsible for providing a written statement of the necessary revisions for the Ph.D. program coordinator. A graduate student who fails to make the required revisions within 15 days will not graduate until revisions have been made to the document and the following semester. Suppose a graduate student fails to make required revisions during this 15-day calendar window and does not submit the revised dissertation to the committee and Ph.D. program coordinator. In that case, the major professor will assign a grade of U, [unsatisfactory], P, [pass], or S[satisfactory] for the end-of-semester grade. In addition to completing the required dissertation revisions, the graduate student must apply for graduation in the subsequent semester. Once the graduate student has completed the recommended revisions, within the 15-day calendar window after the defense, a copy of the dissertation 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 recommend approval or not 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 dissertation committee members have signed the signature page, the Department Chair, Dean of the College of Education, Dean of the Graduate School and Research.

Note: The graduate student must 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.

Graduate students may be dismissed from the program for violating professional and ethical standards described by the University, the College of Education, the Educational Leadership program, the Course syllabus, and the state of Florida’s Professional Code of Ethics.

The Ph. D. program in Educational Leadership consists of coursework (minimum of 54 semester hours), a written comprehensive examination (0 semester hours), a dissertation proposal, dissertation credit hours (minimum of 15), and a successful Dissertation research proposal defense. Graduate students proceed through courses as cohort members for two calendar years. Given the Cohort nature of the FAMU, College of Education, Doctor of Philosophy degree program, transfer credits from other universities are not accepted. Classes in the Ph. D. program are offered online (asynchronous). The table shows the tentative selection of courses and their offered semesters. This list of courses and sequences is subject to change. Educational Leadership faculty members may provide different classes for a given semester based on curriculum evaluation. Note: A graduate student must earn a “B” or better in EDA 6421 to enroll in EDA 7405. A graduate student must earn a “B” or better grade in EDA 7405 to enroll in EDA

7406. Graduate students enroll for EDA 7905 Directed Independent Study (at least 1 semester hour) in the semester they take the Comprehensive Examination.

Tentative Sequence of Doctoral Courses by Semester

Yr./Sem.	Course Title
1/fall	EDA 6216E Leadership and Communications Technology EDA 6421E Advanced Research Methods EDA 6278E Self and Interpersonal Contexts in Teaching/Learning Organizations
1/spr	EDA 6064E Organizational Behavior EDA 7405E Quantitative Research Methods I EDA 6215E School and Community Relations
1/sum	EDA 7406E Quantitative Research Methods II EDA 6061E Effective School Organizations EDF 6074E Comparative Leadership Issues
2/fall	EDA 6289E Politics and Policy Making Local to Global Levels EDA 7280E Curriculum and Public Policy EDA 7233E Legal Issues in Educational Policy
2/spr	EDA 7415E Qualitative Research Design EDH 6635E Overview of Higher Education EDA 6213E Responsive Leadership
2/sum	EDA 6260E Facilities and Auxiliary Services EDA 7935E Seminar: Research Proposal EDA 6199E International Perspectives of Educational Leadership
3/fall	Graduate Students Register for EDA 7905E Directed Independent Study (1-6 hours) & Comprehensive Exam EDA 7967E (0 hours)
3/spr	EDA 7980E Dissertation (1-9 hrs.)
3/sum	EDA 7980E Dissertation (1-9 hrs.)
4th fall	EDA 7980E Dissertation (1-9 hrs.)

Note: It is recommended that graduate students consider their progress in the program to determine the exact number of dissertation hours to take each semester. A graduate student receiving financial aid must register for at least 6 semester credit hours.

Section 4. ACADEMIC POLICIES

University Policies

STUDENT CODE OF CONDUCT: Please familiarize yourself with the complete student code of conduct in “THE FANG” 2017-2019.

GRIEVANCE PROCEDURES: The College of Education has established specific academic grievance procedures that will be followed in the event of a grade dispute between a given student and instructor. A student must initiate the grievance procedure immediately following the semester in which the disagreement occurred. The grievance process will be utilized only after the student has conferred with the instructor and department chairperson to resolve the issue. The procedures may address student grievances related to non-academic matters.

TECHNOLOGY USE

See the individual faculty course syllabus.

POLICY STATEMENT ON NON-DISCRIMINATION: It is the policy of Florida A&M University that each member of the University community is permitted to work or attend class in an environment free from any form of discrimination, including race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by State and Federal Statutes. This commitment applies to all areas affecting students, employees, admissions, and employment applicants. It is also relevant to the University’s selection of contractors, suppliers of goods and services, and any employment conditions and practices.

AMERICAN WITH DISABILITIES ACT: The ADA provides civil rights protection for persons with disabilities. These rights are parallel to those rights that the federal government has established for women and minorities. A qualified individual with a disability cannot be denied admittance to participate in or benefit from goods, services, facilities, programs, privileges, advantages, or accommodations at FAMU—Americans with Disabilities Act of 1990 (PL 101-336) Summary. All employees and students requesting a reasonable accommodation under the Americans with Disabilities Act (ADA) must complete a Voluntary Self-Disclosure Statement and provide official documents about disability(s).
(<http://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct> (ADA)).

Students with disabilities and those who need special academic accommodations should register with the Center for Disability Access and Resources (CeDAR). The Center is at 667 Ardelia Court; the phone number is 850-599-3180. Upon registering with CeDAR, please see the instructor and provide a copy of the letter indicating the type of accommodation needed. This should be done during the first two weeks of class.

Transfer of Courses

The PhD program in Educational Leadership does not accept transfer credit. The PhD degree is organized as a cohort model, and graduate students complete all required courses to be applied toward the degree.

Time to Degree Completion

A student is allowed a maximum period of five (5) years to complete a master’s degree and

seven (7) years to complete a Ph.D. from the date of admission. Students exceeding these time limits may be required to initiate new courses of study. It should be noted that the expected time for completing a master's degree is approximately two years from the bachelor's degree, and approximately four years for the Ph.D. degree from the master's degree, depending on the discipline. Funding for students will be based on these projections.

Academic Standing: Probation, Dismissal, Reinstatement

Graduate students admitted to the Ph. D. degree program in Educational Leadership must always exhibit exemplary professional behavior and demeanor. Graduate students are subject to the obligations and duties accompanying 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 severe, and violations are subject to disciplinary action. Behavior that is evidenced in late to class, lack of attendance, grade point average below 3.0, failure to cooperate with professor and cohort members, inappropriate attire in classes and during field experiences, 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 graduate student behavior as they matriculate through the program. Graduate student behavior that is incongruent with the expectations associated with exemplary professional and faculty expectations will be recorded using the DFF. The professor who issues a DFF to a graduate student will meet with the graduate student to discuss the incongruent behavior and come to an appropriate conclusion. The graduate student may also be requested to meet with the Educational Leadership faculty, depending on the severity of the breach of graduate student conduct. Graduate students will be notified in writing of the Educational Leadership faculty's decision or recommendation within 14 workdays of the meeting. In all instances, graduate students are responsible for demonstrating behavior that conforms to the highest degree of integrity and responsibility.

Florida A&M University
College of Education
Advanced Level Professional Educator Dispositions

The graduate student demonstrates the following:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
II. Professional Identity and Continuous Growth		0	1	2	3
1. Act on constructive feedback from others.	0 1 2 3	There was no opportunity in this setting to observe/ev	Is not receptive to Constructive comments and/or shows no signs of Implementing Recommended change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and actively seeks
		Evaluate this			Feedback from others.

		indicator.			
2. Conduct self-assessments through reflection to overcome limitations and enhance strengths.	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Shows no evidence of reflecting upon or revising ongoing Professional practices, nor Acknowledging limitations or Strengths	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and work products, and applies revised practices in the professional setting to create an ongoing and sustained continuous improvement cycle
3. Meets academic and professional obligations.	0 1 2 3		Is late for meetings, OR may inconsistently meet deadlines over a defined period, OR may be unprepared for class/professional tasks that s/he is responsible for.	Is generally on time for meetings and meets established deadlines; if work It is late, the graduate student has proactively communicated beforehand; preparation to complete class/professional tasks occurs promptly.	It is on time for meetings and meets or exceeds established deadlines by turning things in ahead of time. Regularly surpasses minimal criteria involved in any class/professional assignment; level of preparation is high.
Comment:					
Comment:					
The graduate student demonstrates the following:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
V. Collaboration		0	1	2	3
4. Collaborate to resolve differences and solve problems respectfully and reflectively.	0 1 2 3	There was no opportunity in this setting to observe/ev	It provides no substantive suggestions for positive self-improvement and fails to see the need for positive change.	Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens,	Consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and

		Evaluate this indicator.	Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, supervisor) for negative results.	generates potential improvements or revisions, and applies them to future performances. Is open-minded and optimistic when receiving feedback from others. Demonstrates the ability to act on suggestions.	applies them to future performances. Actively seeks further information and perspectives from others to evaluate own performance and demonstrate in-depth analysis and synthesis of viewpoints.
Comment:					
The graduate student demonstrates the following:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
5. Accept responsibility for personal actions and behaviors.	0 1 2 3		Focuses on blaming others rather than seeking solutions; is reluctant to accept responsibility for personal actions/interactions	Accepts responsibility for personal actions and interactions	Accepts responsibility for personal actions and interactions and displays professional maturity; focuses on solutions rather than assigning blame
6. Respect for Faculty	0 1 2 3		The candidate occasionally demonstrates highly respectful interactions with faculty members; reflects genuine warmth, caring, and sensitivity toward faculty as individuals in leadership positions; demonstrates knowledge and care about faculty; models respect; follows the approved established protocol in the courses of study; and responds appropriately.	The candidate, most of the time, demonstrates highly respectful interactions with faculty members; reflects genuine warmth, caring, and sensitivity toward faculty as individuals in positions of leadership; demonstrates knowledge and care about faculty; models respect; follows the approved established protocol in the courses of study; and responds appropriately.	The candidate consistently demonstrates highly respectful interactions with faculty members; reflects genuine warmth, caring, and sensitivity toward faculty as individuals in leadership positions; demonstrates knowledge and care about faculty; models respect; follows the approved established protocol in the courses of study; and responds appropriately.
Please indicate whether the graduate student has met each disposition for the following dispositions to your knowledge.					

Followed the state of Florida's professional codes of ethics and the Florida A&M University Code of Academic Integrity.	Yes	No	
Comment:			

NOTE: Graduate student self-assessments, as well as assessments by faculty members, are also documented in Task Stream at the program-designated entry, midpoint, and exit disposition decision point courses. See the complete dispositions plan on the College of Education website for additional information on this process.

Assessment of Professional Dispositions – Conference with Student-Graduate student

Date of conference: _____ Graduate student's Name: _____ Program _____

Faculty/

Others present at the conference: _____

Directions:

- A faculty member(s) or school partner(s) will complete the **Assessment of Professional Dispositions**. Suppose a graduate student receives a "Needs Improvement" rating in any area. In that case, the faculty members will confer with the graduate student to discuss their concerns and provide guidance for improvement.
- Faculty members conducting the conference may wish to ask graduate students to complete a self-assessment as part of the conference, although this is not a requirement.
- A copy of this documentation should be provided to the graduate student once the conference is completed.

1. Description of behavior that is of concern: Using measurable and observable terms to describe the behavior, including date(s), setting(s), and complete description of the occurrence(s) where possible.

Discussion Points:

2. Expected behavior changes: What will the graduate student be expected to do differently in the future?

Will a Plan of Action be initiated as an intervention for this graduate student (check one)?

_____ Yes* -- The Dispositions Plan of Action Form should be completed and turned in to the program coordinator and the Department Chairperson.

_____ No

*Check "Yes" if any interventions are planned beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, others).

3. Consequences of unchanged behavior: For all graduate students: Additional dispositional assessments that indicate a concern may result in a department review.

Signatures indicate attendance at the conference detailed above.

Graduate student Signature _____ Date _____

Faculty Signature _____ Title: _____ Date: _____

Faculty Signature _____ Title: _____ Date: _____

Other Signature _____ Title: _____ Date: _____

Other Signature _____ Title: _____ Date: _____

Grade Appeal

It is recommended that graduate students follow the process outlined here to resolve a problem related to a faculty member's evaluation of academic performance.

1. Request a meeting with the professor to discuss the academic evaluation. If there is no resolution at this point, then,
2. Request a meeting with the Ph. D. Program Coordinator. If there is no satisfactory resolution at this point, then,
3. Request a meeting with the Department Chair. If there is no satisfactory resolution at this point, then,
4. The student's grade appeal will be escalated to the Dean of the College and presented to the College of Education Grievance Committee

Graduate School Grade Grievance Process

The School of Graduate Studies and Research aims to provide students with an expeditious, fair, equitable, and consistent procedure for resolving their academic grievances. This policy includes procedures and rules to guide the student through the process. The intent is to resolve issues informally before filing a complaint or seeking redress beyond the unit where the alleged offense occurred.

Grade Appeal Policy and Procedures:

1. It is imperative that the academic grievances of graduate students be processed expeditiously. A student must appeal the assigned grade in the following manner:
 - a. All appeals regarding grade assignments must be made individually.
 - b. A student must follow the formal grade appeal process as outlined in the student's college or school. Suppose the student's appeal is unsuccessful at the school or college. In that case, the student may follow the grade appeal process, as outlined by the Graduate Studies, to appeal the decision of the school or college to the Graduate Council.
 - c. Decisions of all appeals at each stage of the appeal process should be made within thirty working days of the grade variance from established policy.
 - d. A simple majority vote of the Graduate Council members present shall be required to make a grade exception.
 - e. The student may write a grade appeal by outlining the facts and justifications for the appeal.
 - f. Usually, the student will be notified of the Graduate Council's decision within thirty days of receipt of the appeal.
 - g. If the student disagrees with the decision of the Graduate Council, the student may appeal the decision to the Provost, who shall make the final decision.
2. Specific grading policies of schools, colleges, or programs:
 - a. Individual schools or colleges may establish program-specific grading policies. These grading policies must first be approved by a simple majority vote of the Graduate Committee in the individual school, college, or program before the approval of the Graduate Council and before they are established.
 - b. A simple majority of the graduate council members who are present are required to approve more restrictive grading policies.
3. Grades and Financial Assistance/Funding (Eligibility Requirements)
 - a. Each graduate student

who receives financial aid must maintain the above GPA while carrying a full graduate load of credit hours. Only full-time, regularly admitted graduate students in good academic standing (cumulative graduate GPA of 3.0 or better), and qualify for Financial Assistance (assistantships, fellowships, and/or tuition waivers).

ACADEMIC HONESTY POLICY: The Academic Dishonesty section is within the Student Code of Conduct.

1. Cheating: using, attempting to use, or giving unauthorized information or material in any academic endeavor. Cheating includes but is not limited to unauthorized possession and/or use of an examination, course-related materials, cheat sheets, study aids, or other information in an academic exercise; communication to or collaboration with another through written, visual, electronic, oral means, or any other medium; submitting the same academic work for credit more than once without the express written permission of the instructor; use of any materials or resources a faculty member has notified the student or class is prohibited; or failing to follow the stated rules for an exam, paper, or other academic endeavor.
2. Plagiarism may be defined explicitly for any course by the school, institute, or college involved. Unless otherwise specified, plagiarism shall include, but is not limited to: failure of the student to use another's work without any indication of the source and, in so doing, conveying or attempting to convey that the work is the student's own; submitting a document or assignment in whole or in part that is identical or substantially identical to a document or assignment not written by the student; allowing another person to compose or rewrite an assignment or document.
3. A student who assists in any academic dishonesty violations mentioned above shall be considered equally responsible as the student who accepts such assistance.
4. A student who is knowledgeable about any academic dishonesty violation is encouraged to report said violation
5. When the University's schools, colleges, or institutes choose to address academic dishonesty violations internally, students should consult with the academic dean, director, or program coordinator in the respective school, college, or institute for procedural information.
6. The penalties for academic dishonesty violations may include reprimand, reduction of grade, denial of academic credit, invalidation of university credit or degree based upon such credit, probation, suspension, or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration. The University may invalidate academic credit for work done by a student. It 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.

The Ph. D. Written Comprehensive Examination

A. Purpose of the Examination

Doctoral graduate students in Educational Leadership must pass a written doctoral comprehensive examination to be admitted to candidacy for the Ph.D. degree. The Comprehensive Examination is administered once during the academic year in the Fall Semester. Graduate students must earn at least a “B” in all courses to be eligible for the Comprehensive Examination. The comprehensive examination aims to evaluate the graduate student’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 completing 18 post-master courses in the graduate student’s program of study for the Ph.D. Degree (54 graduate hours), the graduate student is ready for the Comprehensive Examination. Graduate students will be notified of the date(s), time(s), and place(s) of the written examination. **A graduate student may register for dissertation credit hours only after passing the comprehensive examination.**

The Ph. D. Comprehensive examination will consist of questions from coursework covered during the graduate student’s participation in the program. The examination shall include questions from the Leadership, Research, Professional, and Specialty cores (see the PhD program Curriculum Guide). The PhD Comprehensive Examination will consist of a minimum of six (6) questions and a maximum of eight (8) questions. After 54 hours of coursework, graduate students will enroll in EDA 7905 Directed Independent Study (1-6 hours) and EDA 7967 Comprehensive Examination (0 semester hours). Graduate students will be notified of the day, date, and time of the comprehensive examination.

Graduate students will have access to a test bank of questions approximately 45 days before the administration of the Comprehensive Examination. The test bank should be used to prepare for the comprehensive examination, composed of questions drawn from the content of courses in the Leadership, Research, Professional, and Specialty cores.

C. Administration of the Comprehensive Examination

Examine questions are uploaded to the CANVAS website for online administration. A graduate student who has been diagnosed with a disability and requires specific accommodation will be granted, as specified in the University’s documentation. Within two weeks (21 workdays) following the examination, the Program Coordinator will write the results to the Department Chair. The Department Chair will communicate via email the graduate student’s Comprehensive Examination outcome within 21 working days. A graduate student may be excused from the examination date only by written requests from the Department Chair and Program Coordinator. The single criterion for granting an alternative test date for any individual is “**extreme personal exigency.**” A graduate student who misses the examination due date will be deemed to have failed the examination. Any exceptions must be appealed to the Department of Educational

Leadership and Counseling faculty.

D. Scoring Criteria and Procedures

Program faculty will read and score graduate students' Comprehensive Examination responses independently. The readers will rate the quality of the reactions using the Comprehensive Examination Scoring Sheet and the Ph.D. Comprehensive Examination Scoring Rubric. Responses will be scored holistically both on research and on the composition and skills demonstrated, including these elements: ideas, focus, organization, style (diction and sentence structure), and mechanics (e.g., capitalization, punctuation, spelling, and usage).

An overall assessment of "pass" or "fail" will be assigned to each response. To receive a grade of "pass," the response must satisfy each of the criteria above. Specifically, each answer must be unified, sharply focused, and distinctively effective. The response must treat the topic entirely and in suitable depth and breadth. It must be organized, and the ideas must be developed with consistent appropriateness and thoroughness. In addition, each answer must reflect significant knowledge of theory, research, and best practice, as well as an unquestionably firm command of paragraph and sentence structure, and APA (7th edition). Very few, if any, errors in spelling, capitalization, and punctuation should be noted.

A "fail" rating will be assigned to a below-standard response. 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. 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. The content does not demonstrate continuity of ideas and is questionable or wrong. Serious errors in spelling, capitalization, and punctuation are noted.

Each program faculty member will complete their 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 most scorers.

To receive a final grade of "pass" on the comprehensive examination, the graduate student must pass all areas of the examination, including leadership, research, and professional and specialty cores. In other words, if a graduate student receives a "fail" grade from most evaluators in the same core area, the graduate student will have failed that area of the comprehensive examination. Failure in a core area requires a retake examination of that specific area. To receive a final rating of "pass" on the retake of the Comprehensive Examination, a graduate student must receive a pass from the majority of the faculty readers in all core areas.

Comprehensive Examination Scoring Sheet
Department of Educational Leadership and Counseling

Graduate student Identification Number:

Date

Program Faculty Reader:

Please read each graduate student's responses and provide a rating for each response.
 Please provide comments to justify any rating other than "Pass." The following criteria should be used in making a judgment. (See attachment for additional information.)

1. Did the graduate student answer the question asked?
2. Was the response organized?
3. Did the response reflect a significant knowledge of theory and research?
4. Was the response free of serious errors in grammar and mechanics?

Question 1: Leadership Core

Assessment: (Circle one) Pass

Fail Comments: (*Required for "Fail" rating*)

Question 2: Leadership Core

Assessment: (Circle one) Pass

Fail Comments: (*Required for "Fail" rating*)

Question 3: Professional Core

Assessment: (Circle one) Pass

Fail Comments: (*Required for "Fail" rating*)

Question 4: Specialty Core

Assessment: (Circle one) Pass

Fail Comments: (*Required for "Fail" rating*)

Question 5: _Research Core

Assessment: (Circle one) Pass

Fail Comments: (*Required for "Fail" rating*)

Question 6: _Research Core

Assessment: (Circle one) Pass

Fail Comments: (*Required for "Fail" rating*)

Educational Leadership

Ph. D. Comprehensive Examination Scoring

Rubric

	Accomplished	Competent	Developing	Beginning
Parameters	4	3	1	0
Content Knowledge				
The candidate framed an appropriate response to the question				
Overall Rating				
Research				

The candidate's response demonstrates understanding of quantitative research methods				
The candidate's response demonstrates understanding of qualitative research methods				
The candidate's response demonstrates the ability to apply quantitative research methods				
The candidate's response demonstrates the ability to apply qualitative research methods				
Overall Rating				
Incorporation of the Research Literature				
Candidate's response reflects seminal and recent research in the discipline				
Candidate's response reflects familiarity with scholars in the discipline				
Candidate's response reflects use of the literature to support and/or refute conclusions				
Overall Rating				
Language, Grammar, Sentence Structure, Word Use and Choice				
The candidate's response demonstrates appropriate grammar/language/spelling				
The candidate's response demonstrates effective written communication				
The candidate's response demonstrates clarity of expression of ideas				
The candidate's response demonstrates appropriate sentence construction				
The candidate's response demonstrates appropriate word choice to convey ideas				
Overall Rating				
HOTSS (Higher Order Thinking Skills Competency)				
Candidate's response reflects an appropriate degree of analysis				
Candidate's response reflects an appropriate degree of synthesis				
Candidate's response reflects an appropriate degree of evaluation				
Overall Rating				
Theory and Practice				
Candidate's response incorporates theory related to the discipline and question				
Candidate's response incorporates best practices related to the discipline and question				
Overall Rating				

A graduate student 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 semester). Graduate students in this circumstance will not be advanced to candidacy. Graduate students failing the Comprehensive Examination will enroll in

EDA 7905 Independent Study (1-6 hours) for the semester following the administration of the Comprehensive Examination. Graduate students must only retake the core area(s) of the examination that they failed. The retake examination shall include questions from the Leadership, Research, Professional, and Specialty cores (see the PhD program Curriculum Guide). The retake Comprehensive Examination will not be composed of the same questions used in the first Comprehensive Examination administration. Graduate students will have access to a test bank of questions approximately 60 days before the administration of the Comprehensive Examination retake. The test bank should be used to prepare for the comprehensive examination, composed of questions drawn from the content of courses in the Leadership, Research, Professional, and Specialty cores. Graduate students who fail the comprehensive examination a second time will be withdrawn from the Ph. D. program. A graduate student will be notified via letter from the Department Chair. Only graduate students 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 graduate student will have four years and two semesters to complete all requirements for the Ph. D. degree. This time is reduced when a graduate student does not pass the PhD Comprehensive Examination at the first administration for the Cohort.

Candidacy

A Ph.D. program graduate student is admitted to candidacy upon completing a minimum of 54 semester hours of coursework with a grade of “B” or above in all required courses and successfully passing the Comprehensive Examination. Upon admission to candidacy, the dissertation committee is composed, and the graduate student enrolls for dissertation credit hours. The dissertation committee is structured in consultation with the Department Chair and Program Coordinator. Given the number of program faculty members and their duties, dissertation committees must be carefully considered to avoid faculty overloads. To assist in composing the dissertation committee, graduate students will complete the Dissertation Committee Request Form. Efforts will be made to include at least one of the graduate students’ requests for a chair and committee member on the dissertation committee.

Doctoral Faculty

Doctoral faculty must create and preserve a professional culture appropriate to this advanced level of study. Traditionally, doctoral programs have particular values, standards, norms, activities, and styles of interaction that are part of what is considered a “doctoral culture.” Our faculty values and demands:

- **Intellectual rigor:** The program is intellectually rigorous and application-oriented, built around craft knowledge and research based on research, learning, and leadership. Topics that may have been introduced at the master’s level now include a more substantial theoretical and research-based underpinning, with more complex texts, in-depth discussions, and assignments. Graduate students must learn to read, understand, critique, and apply quantitative, qualitative, and mixed-methods research to address problems in PK20 schools and organizations. Graduate students must be able to plan, conduct, and report a significant, independent, original study in the form of

a dissertation that demonstrates their scholarship, research, critical thinking, and problem-solving skills.

- **High expectations:** Doctoral graduate students must be expected to perform at an advanced level of scholarship in preparation for advanced leadership positions as scholar-practitioners. They are expected to do significant reading for classes, consult the library and other resources beyond the required readings, and engage in original data collection and problem-based applied research in their organizations. They are expected to meet conventional standards for doctoral-level research, writing, and analysis in all courses. Graduate students also must be held to high expectations regarding the integrity of their academic work and professional behavior.
- **Collegiality:** Doctoral graduate students who are in this program are often experienced administrators, and they learn and work as colleagues alongside their professors, mentors, and advisors, as well as their fellow cohort members. It is assumed that cohort members interact with others in this spirit to further an atmosphere of collaborative learning, problem-solving, and mutual support. They actively engage in class discussions, make presentations, share their thinking, and work together.
- **Criticism and revision:** Ongoing critical feedback is offered by professors, mentors, and fellow graduate students in the spirit of collegiality, lifelong learning, and ongoing professional growth. Graduate students should be expected to revise their written work multiple times in response to feedback.
- **Quality research:** Many professors who serve as Core Faculty in the program have a strong publication record and have consistently presented their work at state and national professional meetings. FAMU is committed to supporting faculty and graduate student research as part of building a doctoral culture on campus through establishing research centers, student and faculty research opportunities, an increased number and variety of colloquia by visiting scholars, and expanded library resources. Faculty commit themselves to modeling ongoing scholarly inquiry.
- Likewise, graduate students should be encouraged to write scholarly papers with colleagues or faculty that may be published in peer-reviewed journals or presented at regional or national conferences.

Determination of Doctoral Committee

Chairperson

Only faculty members in the Educational Leadership program with doctoral directive status can serve as the dissertation committee chair. A graduate student should become familiar with the research interests of faculty members before requesting that an individual serve as chair or member of the dissertation committee. The dissertation committee chair guides the graduate student through the proposal and dissertation defenses. Faculty members who hold doctoral directive status, a doctoral degree in Educational Leadership, have served on doctoral committees, 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.

Dissertation Committee Membership

Under the guidance of the chair, the Dissertation Committee works with the graduate student. It is responsible for approving the proposal and final dissertation and ensuring their conformity with the program and university guidelines and requirements. The Dissertation Committee guides the graduate student in planning, researching, and writing the dissertation. The committee is responsible for approving the written dissertation proposal, Proposal Hearing, final written dissertation, and Final Dissertation Defense, as well as ensuring dissertation conformity with program and university guidelines and requirements.

The committee members are available to the graduate student as secondary sources of advice and support or “assistant coaches,” particularly in their research methodology or content area expertise. They serve as second and third readers for the proposal and the final dissertation. Their concerns are noted to the chair, which helps facilitate a resolution of any problems reported. The committee members participate fully in discussing and rating the graduate student’s performance at both the Proposal Hearing and the Final Dissertation Defense and may call for and review revisions. The Dissertation Chair should update Committee Members regularly throughout the dissertation process.

The doctoral committee must consist of at least four full-time FAMU faculty members. The Dissertation committee chairperson must have doctoral directive status, a doctoral degree in Educational Leadership, and be a faculty member in the Educational Leadership program. All committee members must have FAMU Graduate Faculty status. One dissertation committee member will serve as the outside committee member and must be a full-time FAMU faculty member with graduate status outside the Department of Educational Leadership and Counseling. This faculty member may be selected from the University colleges and must have Graduate Faculty status. A graduate student can have an external committee member who is a faculty member at another university. This committee member must obtain FAMU Graduate Faculty status and approval from Academic Affairs. The graduate student must request all documentation from the FAMU Graduate School and transmit it to the prospective committee member. The graduate student is responsible for ensuring 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. The composition of the proposal and dissertation committee can only be appealed after every effort is made to work with all committee members. Suppose the faculty member and graduate student determine that the committee cannot function well. In that case, the graduate student 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 rest 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

Last Name:	First Name:	MI:	Student ID #
Address:			
City:	State:	Zip Code:	

Date of Program Entry		Home Phone:	Work Phone:	E-Mail:
Sem.	Year:			Fax:

Dissertation Committee Chair

1 st Choice	
2 nd Choice	
3 rd Choice	

Dissertation Committee Members

1 st Choice	
2 nd Choice	
3 rd Choice	

Area of Research Interest

The Department Chair determines the Dissertation Committee after consultation with the Ph.D. Program Coordinator.

Dissertation Proposal

The dissertation proposal sets forth the research problem and the method for investigating the phenomenon. The proposal comprises three chapters: Introduction, Literature Review, and Methods. The Proposal precedes the dissertation. The graduate student's committee must approve the Proposal before a graduate student can engage in research for the dissertation. The Thesis/Dissertation Committee Approval Form must be completed and submitted to the School of Graduate Studies and Research. When the graduate student 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 graduate student to defend the proposal. The graduate student 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 available for all Educational Leadership faculty members and the Dean of the College of Education. The Proposal Approval form must be signed by the graduate student's committee members, Ph. D. Program Coordinator, Department Chair, and Dean of the College of Education. A copy is forwarded to the Department Chair and the Deans of the College of Education. A dissertation research proposal should only be emailed to the committee members after the committee members' approval from their dissertation committee chairperson, and an email should only be sent to committee members. **Note: A dissertation proposal and defense cannot occur in the same semester. The dissertation Chair will advise Committee members that they have 14-21 working days to review a proposal and provide feedback to the doctoral graduate student.**

Dissertation Proposal Format

The Hearing is not open to the public.

The Hearing lasts one to one and a half hours.

Suggested format: The Committee Members meet at the start of the

Hearing with the graduate student to discuss general considerations.

The graduate student presents a 20 to 30-minute PowerPoint presentation to the Committee.

Each Committee Member can ask questions.

All Committee Members participate in a general discussion with the graduate student.

The graduate student leaves the room.

The Committee Members review the Dissertation Proposal Rubric specifications (as a guide) and agree on a Pass or Fail grade.

The Committee Members recommend the Dissertation Chair for revision, future directions, or suggestions.

The graduate student returns, and the Dissertation Chair indicates a Pass or Fail grade and general thoughts from the Committee Members.

The Dissertation Hearing Approval Form is completed, signed by the committee, and sent to the Program Coordinator and Department Chair.

Graduate Studies Dissertation Approval Form

The “Graduate Studies Dissertation Approval Document” is transmitted to the Dean of Graduate Studies and Research when the graduate student’s dissertation committee has approved the proposal. Signatures are required of committee members, 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.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY SCHOOL OF GRADUATE STUDIES AND RESEARCH

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
COMPLETION _____

COMMITTEE APPROVALS*

CHAIR:

NAME DATE SIGNATURE POSITION DISCIPLINE

MEMBERS

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 four members. One must be from an outside discipline.

Educational Leadership Program Procedures and Forms Related to Proposal and Dissertation Defense

1. The Graduate student will have a Dissertation Committee comprising at least four FAMU faculty members after admission to Doctoral Candidacy. The Department Chair, in consultation with the Ph.D. program Coordinator and the Professor Directing the Dissertation, will complete the document entitled Thesis/Dissertation Committee Approval Form (See Appendix A).
2. The Major Professor and Committee Members ensure that the Proposal or Dissertation is a scholarly document suitable for defense. The Major Professor and Committee members have reviewed the Proposal or Dissertation appropriately to ensure the document conforms to APA writing style, academic expectations, and FAMU Graduate School requirements.
3. The Professor Directing the Proposal or Dissertation submits the Proposal or Dissertation to the Ph. D. in Educational Leadership Program Coordinator for review and recommendation after committee members review and before a defense. The Ph.D. program Coordinator makes a recommendation to the Professor Directing the Proposal or Dissertation and the Department Chair.
4. Upon receipt of the recommendation to proceed to Proposal or Dissertation defense, the Professor Directing the Dissertation should schedule a defense. Please remember that the FAMU Graduate School must receive the defense notification 10 days before the defense occurs. A proposal defense does not require Graduate School notification. However, notification is suggested.
5. The Professor Directing the Proposal or Dissertation must complete the Proposal or Dissertation Defense Announcement Form (See Appendix B). A copy of the completed form must be forwarded to the Dean of Graduate Studies and Research. The defense form should be submitted to the FAMU Graduate School and the COE.
6. The Professor Directing the Proposal or Dissertation should ensure that Educational Leadership faculty members and the Dean of the College of Education receive an electronic copy of the proposal or dissertation scheduled for defense 10 days before the defense date.
7. After the defense of a Dissertation, the Professor Directing the Dissertation must obtain the committee members' signatures via DocuSign and, within 10 days, submit the Defense Outcome Form (See Appendix C) to the Dean of the Graduate School and Research.
Note: It is not necessary to forward the Defense Outcome Form to the Dean of the Graduate School in the case of a proposal defense. At the successful conclusion of the Proposal defense, a graduate student must submit electronically an application and other required documents to the Institutional Review Board to obtain approval to conduct the research.
8. The Professor Directing the Proposal or Dissertation must ensure the graduate student has incorporated all recommendations and revisions into the final document. The Professor Directing the Proposal or Dissertation must provide the Ph. D. Program Coordinator with a document containing the required revisions. The graduate student must complete all recommendations for revisions within 15 days of the defense.

9. The Professor Directing the Proposal or Dissertation must ensure the Dissertation is submitted to ProQuest for publication. See the FAMU Graduate School website for all appropriate documents.

Dissertation

10. The Professor Directing the Dissertation must ensure the graduate student receives a copy of the final instructions to Prospective Graduates. These instructions originate in the School of Graduate Studies and Research.

11. After successfully defending the Dissertation, the Professor Directing the Dissertation must complete the Doctoral Program Dissertation Scoring Rubric (see Appendix D). An electronic copy must be submitted to the Ph.D. program Coordinator, and an electronic copy must be entered into the graduate student's department file.

12. The Professor Directing the Dissertation must ensure the graduate student completes and submits a copy of the Ph. D. program graduation clearance checklist to the Ph. D. Program Coordinator (See Appendix E).

13. The Professor Directing the Dissertation will assign a grade of "S" as the final grade for EDA 7980 after a graduate student has successfully defended the Dissertation.

Institutional Review Board

The Institutional Review Board must approve all research conducted under the auspices of Florida A&M University. Graduate students in the dissertation phase of the study should become thoroughly familiar with the procedures, forms, and other requirements for obtaining approval to conduct research related to the dissertation. When completing the application for IRB approval, the major professor is the principal investigator, and the graduate student is the co-investigator. Authorization to conduct research generally follows the dissertation committee's acceptance of the proposal and subsequent transmittal of the dissertation approval form to the School of Graduate Studies. Graduate students must complete the IRB training (CITI) and application to conduct research.

NOTE: Completing the CITI online training program is mandatory before your application to conduct research will be approved (www.citiprogram.org). Graduate students must take the refresher CITI course module as often as stipulated until the study has been completed. The approved dissertation appendix must contain the FAMU IRB approval to conduct the research, a letter from the graduate student's program, and the graduate student's pass results on the CITI initial or Refresher modules.

Dissertation

The dissertation is a scholarly paper that reflects a graduate student's ability to conceptualize, conduct a thoughtful, focused inquiry, and engage in abstract thinking. Completing a dissertation requires practical written communication skills, time, commitment, and fortitude. How much time is needed depends upon several variables, such as the nature of the topic, the availability of data, and the knowledge and skills of the graduate student. In addition, life issues (e.g., health, personal crisis) could impact the time it takes to complete a dissertation. Failure to complete the dissertation within the prescribed timeline is no indication of one's skill or

ability. This determination resides in the quality of the final product. Graduate students will rewrite the proposal and dissertation several times before approval because of the nature of the writing style and research.

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

Please be aware that the program is Educational Leadership. Dissertations should reflect Educational Leadership and Leadership. It is incumbent upon doctoral graduate students to immediately become familiar with the Graduate School's Thesis and Dissertation Handbook, guidelines, policies, and procedures, especially while writing the dissertation.

A. Organization of the Dissertation

The traditional dissertation typically consists of five chapters. Chapter 1 introduces the issue of concern, a brief statement of the problem, the purpose and significance of the research, delimitations of the study, a 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, graduate students must obtain the approval of their committees before proceeding with the survey.

Chapter 2 provides a review of the related literature. The graduate student must research the topics related to their research questions and then determine how to organize this information. This chapter should provide evidence that the graduate student has conducted a *thorough* review of research that has already been performed on their research topic.

Chapter 3 describes the graduate student's methodology to respond to the study's research question(s) or test hypotheses and issues. Specific information about the sample, sampling, statistical test(s), instrumentation, procedures, data collection, and data analysis should be provided in this chapter. Graduate students must carefully include sufficient detail to replicate the study quickly.

Chapter 4 reports the Results of the study. Typically, the questions and/or hypotheses are restated, and the investigation results 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 summary of the questions, the research design, and the results. **Most of the chapter, however, should focus on interpreting the results and extrapolating findings from the results.** It is here that the graduate student refers to the review of the literature. The graduate student might also use their knowledge and experiences to make sense of their results. This chapter provides conclusions that can be drawn from the graduate student's research and provides recommendations for further study on the topic.

The Qualitative dissertation generally has more than five chapters, and the literature is integrated throughout the document.

B. Dissertation Progress

Graduate students enrolled for dissertation hours receive grades of "P" for pass or "U" for unsatisfactory progress. The dissertation committee chairperson determines graduate student progress based on two criteria:

(a) graduate student-initiated contact and (b) graduate student performance. The contact may be remote via telephone, e-mail, or the United States Postal Service. For performance, the graduate student must make satisfactory progress in producing the dissertation document as determined by the dissertation committee chairperson. A graduate student is strongly recommended to maintain consistent communication with the dissertation chairperson throughout the dissertation process. **It is the responsibility of the graduate student to initiate and maintain contact with the Major Professor on a regular and frequent basis. The dissertation chair will advise the committee members that they have 10 - 15 workdays to review the graduate student's dissertation and provide feedback.**

C. Other Information

- Dissertations are formal papers typically written in the third person (Quantitative).
- Graduate students must adhere to the latest APA dissertation writing guidelines.
- Before beginning the process, graduate students must thoroughly review dissertations for content and context
- Graduate students should enlist the services of professional editors to ensure that their writing is free of errors in grammar and mechanics and conforms to APA format and writing style.
- There is a significant amount of redundancy in dissertations; however, graduate students should try to paraphrase as much as possible and avoid repeating information verbatim from one chapter to another. However, the purpose, research questions, and hypothesis may be repeated verbatim.
- The dissertation appendix must include the IRB application and approval letter.
- Under no condition are the Dissertation Chairperson or other committee members to write parts of or the entire dissertation.

D. Dissertation Committees

A committee of faculty members guides each graduate student through the completion of the dissertation. Dissertation committees are composed following the successful completion of the Comprehensive Examination. If the graduate student or faculty members wish to make changes in committee composition, all requested changes must be made in writing to the program coordinator. The request should be submitted in writing to the Program Coordinator. Graduate students should know that changes in the committee's composition may adversely impact timely completion. A graduate student is not recommended to make committee member changes at any time during the dissertation defense. A final decision is made by the Ph. D. Program Coordinator and Department Chair.

E. Role of the Dissertation Chair

The Dissertation Chair (Major Professor) will provide significant guidance to the graduate student and facilitate the production of the dissertation. Finally, the dissertation chair will meet with the graduate student regularly to discuss and review the graduate student's progress. The chair will also coordinate and preside at meetings of the Dissertation Committee. The chair will assume responsibility for ensuring that the graduate student 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 graduate student in

producing a quality dissertation. To that end, the committee will review the graduate students' work at specified points to ensure that the student is progressing adequately. The committee will approve the proposed research questions and methodology early. The graduate student will also defend their proposal (Chapters 1, 2, and 3) to the Dissertation Committee. **The graduate student cannot proceed with the study until the committee has approved Chapters 1, 2, and 3 and a successful Proposal defense.** Most dissertation committee members must agree that a graduate student's dissertation is ready to be defended and will indicate such by signing the approved forms. The committee will conduct the graduate students' defense and assess their performance. A nonresponsive committee member may be replaced.

G. Change in Dissertation Committee Membership

It is professionally appropriate for the graduate student to speak with the committee member with whom they have concerns. When problematic issues cannot be resolved through mutual conversation, the graduate student should contact the dissertation committee chair to fix the problem (s). If the graduate student's concern is about the dissertation committee chairperson and the graduate student feels uncomfortable about a mutual conversation, the graduate student should write to the program coordinator about their concern. The Program Coordinator will facilitate the resolution of the concern.

Communicating and working with your Major Professor while writing the Proposal and Dissertation

1. The Dissertation Chairperson has the expertise to direct the dissertation process. You do not.
2. The Dissertation Chairperson knows best.
3. What do you think about when a defense of the proposal or dissertation should never be mentioned?
4. Communicate and work closely with your dissertation chairperson when you enter PhD candidacy and begin to identify committee members. Make sure that you and your dissertation chairperson agree with all committee members. A graduate student will need four full-time FAMU faculty members to serve on the dissertation committee. The dissertation chairperson will have dissertation directive status. Other committee members must have Graduate Faculty status. One member must serve as an outside member and must come from another department or college in the University.
5. Ask your dissertation chairperson how they prefer to communicate and work with you (frequency of communication and interaction) on your proposal and dissertation. Some dissertation chairpersons prefer to work exclusively with the graduate student for some time before involving other committee members. When the proposal reaches a certain level of completion, other committee members are involved. Some dissertation chairpersons may include committee members early on and keep other members involved. Your methodologist or statistician must be involved as you prepare Chapter 3 of the proposal and complete the dissertation. You need to know when (days and times) and how to contact your dissertation chairperson (e-mail, telephone, face-to-face, other media). Work with your Major Professor to establish a communication plan.
6. Ask your chair to schedule a collaborative review session for the first time a review of your work takes place. (Make sure that your request does not simulate a demand.) Meet with your chair the first time feedback is provided on a draft. A meeting of this nature will help you understand how your chair provides input and allow you to ask questions if you do not understand the comments or edits.
7. Be professional. You are a scholar and should conduct yourself accordingly. This means being reasonable with your requests (e.g., do not ask for same-day feedback on a draft) and going straight to the source when you have a problem.
8. Learn how to receive constructive feedback. Part of being a scholar means being able to receive constructive feedback. Period. Do not act defensively if you disagree with the input your chair provided. It is recommended that you wait 24 hours before expressing your disagreement. You might feel different after this cool-off period.

This information should assist you in reaching your destination when applied.

Section 5. GRADUATION

Ph D Graduate Student Progression Checklist

Florida A&M University
College of Education
Department of Educational Leadership and Counseling

Graduate student: _____ ID _____ Cohort: _____

Dissertation Chair: _____ Advisor: _____

Program Elements	Date Achieved	Notations
------------------	---------------	-----------

- | | | |
|---------------------------------|--|--|
| 1. Admission | | |
| 2. Orientation | | |
| 3. Purchase Task Stream Account | | |

Course Work

- | | | |
|--|--|--|
| 4. First Semester—Courses 1-3 | | |
| 5. Second Semester—Courses 4-6 | | |
| 6. Third Semester—Courses 7-9 | | |
| 7. Fourth Semester—Courses 10-12 | | |
| Presentation at local, regional, national, and international conferences | | |
| 8. Fifth Semester—Courses 13-15 | | |
| 9. Sixth Semester—Courses 16-18 | | |
| Manuscript publication | | |

Comprehensive Examination

- | | | |
|-----------------|--|--|
| 10. 1st Attempt | | |
| 11. 2nd Attempt | | |

Doctoral Candidacy

- | | | |
|---|--|--|
| 12. Dissertation Proposal Committee Approval | | |
| 13. Dissertation Proposal Approved by PhD Program Coordinator | | |
| 14. Dissertation Proposal Approval by Department Chair | | |
| 15. Dissertation Proposal 1st Defense (Chapters 1-3) | | |
| 16. Dissertation Proposal 2nd Defense (Chapters 1-3) | | |

IRB Application

- | | | |
|------------------------------|--|--|
| 17. IRB Application Approved | | |
|------------------------------|--|--|

Dissertation Research

- | | | |
|---|--|--|
| 18. Dissertation Approved by Committee | | |
| 19. Dissertation Approved by Ph. D. Program Coordinator | | |
| 20. Dissertation Approved by Department Chair | | |

Dissertation Defense

21. 1st Dissertation Defense
22. 2nd Dissertation Defense

Post Dissertation Defense

23. Revisions, corrections, and recommendations incorporated into the Dissertation within 15 days.
24. Resubmit Dissertation to Committee, Ph. D. Program Coordinator, and Department Chair

Final Dissertation Approved By

25. Dissertation Committee
26. Ph.D. Program Coordinator
27. Department Chair
28. Secure Signatures from the Committee, Department Chair, COE Dean, and Graduate School Dean
29. Submit to Graduate School/ProQuest. Review information regarding Electronic Thesis and Dissertation (ETD).
30. Complete Graduate Clearance Checklist and submit to Ph. D. Program Coordinator
31. Commencement

Doctoral Seminars

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

Dissertation Defense

The dissertation defense aims to allow each graduate student to “defend” their research. These steps are required before a graduate student’s dissertation defense:

1. The graduate student must have successfully defended the proposal. **Note: A dissertation proposal and defense cannot occur in the same semester.**
2. Before the dissertation chairperson, major professor schedules a defense date, with approval from the Ph. D. Program Coordinator, Department Chair, 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 graduate student’s chair within 10 working days to schedule or not schedule the dissertation defense.
3. The dissertation defense must be scheduled at least 30 days before the end of the semester (submission of final grades to the Registrar). A date can be scheduled when the Ph. D. program coordinator approves proceeding to the defense. The dissertation to be defended must be made available to all Educational Leadership faculty members. The dissertation must be available to Educational Leadership program faculty members for 10 working days before the defense.
4. The graduate student and the dissertation chairperson, Major Professor, are responsible for informing the academic community of the defense through the Graduate School. 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.
5. Most of the graduate students’ committee must be present for the defense to proceed. The Dissertation Chairperson must be present. All dissertation defenses must adhere to the

department's published deadlines.

6. The graduate student 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 must be submitted to the Ph.D. program Coordinator for review and recommendation.
7. 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 will indicate approval via signature.

A. The Defense Protocol

The dissertation defense is a formal presentation by the graduate student. The chair of the Dissertation Committee will facilitate the defense process. The defense begins with the dissertation chair introducing the committee members, then an opening statement regarding the purpose and outlining the procedures that will be followed. The graduate student is then called to provide biographical information and summarize the study. The defense should be approximately 30-45 minutes. The dissertation defense is a formal process that ascertains the validity of the graduate student's research and scholarship related to the research problem and phenomenon under investigation.

Following the defense presentation of the study, the graduate student will be asked to respond to questions posed by the dissertation committee and department program faculty. At the end of the defense, the graduate student and audience will not be present while the dissertation committee deliberates on the graduate student's dissertation defense presentation. Immediately after the deliberation, the graduate student will be informed about the committee's performance assessment. Others in attendance will be informed after the graduate student has received the defense outcome. On the appropriate form, the committee chair will notify the Department Chair, Dean of the College of Education, Dean of Graduate Studies and Research, and graduate students in writing of the committee's decision relative to the outcome of the graduate student's defense.

Defense Outcomes

- A. The dissertation defense has two possible outcomes: 1) pass or 2) fail. To be judged "pass," most of the committee must be present and vote in the affirmative. Graduate students whose defenses are "fail" will be given a specified period to make any changes in the dissertation recommended by the dissertation committee. Depending upon the recommendations of the committee and the extent of the proposed modifications, the committee members may choose to sign the title page of the graduate student's dissertation and designate the chair to ensure that the recommended changes have been made before the chair affixes their signature. Or the committee may refrain from signing the graduate student's title page until the graduate student has submitted the recommended changes to each committee member and each committee member determines that the changes are satisfactory.
- B. Once the dissertation has been revised and the committee members' signatures have been obtained, the graduate student will submit the dissertation for publication through the FAMU Graduate School ETD process. The dissertation graduate student will send the final draft of the dissertation to the PhD program coordinator for submission to ProQuest.
- C. If a defense is judged "fail," the graduate student's committee will provide the graduate student with specific information regarding the areas of concern. The graduate student may seek to address the issues of concern and begin the review process anew. If so, they must submit a new or revised

dissertation that the Dissertation Committee approved to the Graduate School and Research Department. A department defense for professionals will only be held after at least ten working days. The second dissertation defense will be held in the semester after the first dissertation defense outcome failed. The graduate student can appeal this decision via the Graduate School's academic grievance procedures.

- D. The following narrative explains the grading procedure used when the graduate student transitions to the dissertation oral defense. In all instances, the dissertation defense will be scheduled at least 30 days before the date that grades are submitted for the semester (specified in university publications). The graduate student must complete all post-defense committee recommendations within 15 working days of the defense. The dissertation chairperson, major professor, must provide the Ph.D. program Coordinator with all post-defense recommendations. The final document with post-defense recommendations 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 days and provide a written recommendation, approved or not approved, to the Department Chair and Dean of the College of Education, who will indicate approval via signature. During the semester that a graduate student defends the dissertation, the major professor will assign a grade of U, [unsatisfactory], P, [pass], or S[satisfactory] for the end-of-semester grade. The dissertation chairperson 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 graduate student's grade for the semester in which the defense and certification to graduate occurred.

Program Completer Survey

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. 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

6. 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]

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

8. Your present position. ☐ Classroom Teacher ☐ Building Administrator ☐ District Administrator ☐ Other

9. Configuration of your workplace. ☐ Pre-K-Elementary ☐ Middle/Jr. High ☐ High School

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 a 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 circles in 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 (NBJ)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NBJ
A Curriculum					
1. Courses exposed me to an extensive knowledge base.	5	4	3	2	1
2. Course objectives were clearly stated.	5	4	3	2	1
3. Courses were met consistently.	5	4	3	2	1
4. Course content was well organized and presented	5	4	3	2	1
5. Knowledge acquired in courses has changed my way of work.	5	4	3	2	1
6. Overall rating of the curriculum.	5	4	3	2	1
B. Instruction					
1. Faculty demonstrated knowledge of the 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

	Strongly Agree	Agree	to Disagree	Strongly Disagree	No Basis For Judgement
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. The book section of the library was adequate to meet the needs of my coursework.	5	4	3	2	1
7. The library's reference section was adequate to meet the needs of my coursework.	5	4	3	2	1
8. The 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

Strongly Agree	Disagree	Strongly	No Basis For	Agree	Disagree	Judgement
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 a 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.	5	4	3	2	1	

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 was 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 Overall Assessment of Your FAMU Doctoral Experience

1. If you were entering the doctoral program again, knowing what you know you would attend FAMU? ☐ Yes ☐ or 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.

Program Graduate Follow-Up Survey

As part of our continuing attempt to monitor the quality of our program, we are asking graduate students to provide information on their professional careers 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 it to renee.wallace@famuedu.

Part I -- About You

1. Date: _____ Semester & Year of Graduation: _____ FAMU ID #: _____
2. Present Home Address: City _____ State _____ Country _____

Your Age Group: 20- ☐ Female ☐ Male ☐ ☐ ☐
29 30-39 40-49 50-
59 60- Above4.

Gender:

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 a Public or Private school administrator? ☐ Yes ☐ No
If yes, how many years? _____

Why did you leave the administration?

8. Was your doctoral program 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 your doctoral study in Educational Leadership helped you in your current work? ☐ Yes ☐ No

If yes, describe how:

If not, please tell me 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 ☐ Partial ☐ Not-at-all

17. Is this position considered to be (please mark one)

☐ Full-time

☐ Part-time

18. How is this job related to 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 (NBJ)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NBJ
1. The Educational Leadership background has been beneficial to me in my current position?	5	4	3	2	1
2. My experiences in the Educational Leadership program helped me to realize my potential.	5	4	3	2	1
3. I am satisfied with the knowledge, skills, and dispositions that I obtained while in the Educational Leadership Ph. D. program	5	4	3	2	1
4. I enjoyed the coursework and the interaction opportunities with professors and cohort members?	5	4	3	2	
5. The format and delivery of the Educational Leadership program were conducive to my learning style.	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 or 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?

Section 6 ADDITIONAL PROGRAM INFORMATION

Timeline of Activities

Semesters 1 and 2: Graduate students enroll in coursework.

Graduate students begin to focus on research areas of interest.

Semester 3 Graduate students enroll in coursework.

Semester 4 Graduate student enrolls in coursework.

Semester 5 Graduate student enrolls in coursework.

Semester 6 Graduate student enrolls in coursework.

Semester 7 Graduate students enroll in EDA 7905 Directed Independent Study (1-6 hours) and EDA 7967 Comprehensive Examination (0 hours). Graduate students who take the Ph. D. Written Comprehensive Examination will be notified of the date, day, and time. If successful, a graduate student is admitted to Ph. D. candidacy. If the graduate student is unsuccessful, they 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 Form is completed by the graduate student and emailed to the PhD Program Coordinator. The Dissertation Committee Chairperson meets with the graduate student to outline the process plan.

The committee approves the proposal, which includes Chapters 1, 2, and 3.

Graduate students defend the proposal (Proposal consists of Chapters 1, 2, and 3) to their committee.

The committee approves the proposal in writing.

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

The committee determines that the dissertation is ready to be defended and that the graduate student is prepared to defend the dissertation.

The dissertation is submitted to the Ph. D. Program Coordinator according to the published Ph. D. dissertation defense deadlines.

The Ph.D. program Coordinator recommends proceeding or not proceeding to the dissertation defense.

The Department Chair and Dean of the College of Education approve. The Dean of the Graduate School

is notified.

The approved dissertation is submitted to the Program faculty within at least 10 working days. The date, place, and time of the defense are announced.

The committee prepares graduate students for the dissertation defense.

Graduate student defends dissertation.

If successful, the graduate student makes revisions and gets the signatures of committee members and the chair.

The graduate student is responsible for acquiring all signatures for the Dissertation Approval page.

Graduate students submit copies of the dissertation with appropriate fees to the Graduate Studies and Research.

Graduate Studies and Research contracts for required bound copies. The dissertation chairperson ensures that the graduate student's dissertation adheres to the APA writing style and formatting required by Graduate Studies and Research.

If the graduate student's defense is unsuccessful, the committee reviews the issues of concern with them. The graduate student then has the option of beginning the process anew. That is, the graduate student revises the dissertation and gets the approval of their committee to indicate that the revised dissertation is ready for a new defense. The dissertation is filed for professional review for at least 10 working days. A second defense is held.

FAQs

Questions and Answers

Q: What happens if I cannot attend classes in a semester?

A: Because of the cohort model, there are few options for reassigning graduate students. 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 graduate students in the Ph.D. program. Graduate students seeking financial aid should complete the appropriate forms to enable the department to determine their needs. Financial award letters are sent to graduate students in the summer semester as early as possible. Typically, graduate students are awarded financial assistance for no more than three years.

Q: How do I register for classes?

A: Log in to your iRattler → Click iRattler Campus Solutions → Click “My Academic Requirements.” Your academic requirements page will display several boxes with green header bars. These sections represent the courses/requirements for your major. Toggle these sections open by clicking the green bars or the “Expand All” button. Under the green requirement headers, you will see the course options that will satisfy that requirement. Once you have decided on the course you want to take under that section, → Click the yellow “Add to Queue” icon. Do this for all the classes you want to take this semester. Once you have chosen all your courses, → Click “Build Schedule.” This will take you to the “Schedule Builder.” After you enter the “Scheduler Builder,” → review the notice and select “Got It.” → Select the appropriate term → Select the “Import Course Queue” link. Build your schedule until all courses are represented/pinned on the “Schedule Builder.” Once all your classes are pinned on the Schedule Builder, → Select the green “Get this Schedule” button. In the “Action Column,” Use the drop-down function to change all the options to “Enroll.” When required, enter the permission number in the following box. → Select the green “Do Actions” button. The “Results Column” will indicate if the course was added or if it “failed” due to a specific error. To be sure you are correctly enrolled in your courses, return to your “Student Center.”
Your currently enrolled courses will be displayed at the top. If you do not see a class, you have not completed the enrollment process for that class.

Q: What should I do if I have concerns about my progress?

A: Given the cohort structure, all faculty members advise graduate students admitted to the Ph. D. program. A graduate student will be assigned a Major Professor/Dissertation Chair at the point of candidacy. The procedure for resolving conflicts is as follows: graduate students and faculty members seek to resolve the issue. If the student and professor do not resolve the matter, the graduate student should contact the program coordinator to fix the problem. If a resolution does not occur at the program coordinator level, refer the matter to the department chair. If conflict persists, appeal to the Dean of the College of Education.

Q: How long do I have to complete my degree?

A: Candidacy is conferred upon completing 54 semester hours of coursework with a “B” in all courses and successfully passing the Ph. D. Comprehensive Examination. When all coursework is completed with a “B” grade, the Comprehensive Examination is administered. The PhD Comprehensive Examination is usually administered during the 7th semester, the semester following the successful completion of all coursework. In all instances, candidacy begins the subsequent semester after the graduate student passes the PhD Comprehensive Examination. Typically, candidacy starts during the 8th semester of enrollment or the semester after the graduate student passes the Comprehensive Examination.

Q: What is the format for the dissertation?

A: See the information below.

XXVIII. Putting the Manuscript in Its Final Form

See FAMU Thesis Dissertation Manual BG Revised (You should copy this document to your files).

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 want 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 not restrict the republication of the material in any other form by you or others authorized by you. Doctoral students should add the following statement: This authorization is extended to Bell and Howell Information and Learning to reproduce and distribute copies of this dissertation. Signing 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: _____

Proposal and Dissertation Formats

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

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

Chapter 1 Introduction

Introduction (Word is not used in the narrative)

Problem Statement

Purpose

Significance

Hypothesis(es) and/or Research Question(s)

Conceptual Framework (the research may or may not have a CF)

Limitations and Delimitations
Definition of Terms
Organization of the Proposal

Chapter 2 Literature Review

Introduction (Word not used in the narrative)
Topical Area
Topical Area
Topical Area
Topical Area
Topical Area
Topical Area
Topical Area

Chapter 3 Method

Introduction (Word not used in the narrative)
Type of Research
Research Technique(s)
Research Questions/Hypothesis(es)
Population
Setting (optional)
Sample and Sampling Procedures
Instrumentation
Pilot Test
Data Collection Procedures
Statistical Test(s)
Data Analysis

Appendix
References

Quantitative Research

Chapter 1 INTRODUCTION – (can put a conceptual framework in the Introduction)
Background to the Study
Problem Statement
Purpose of the Study Significance of the Study
Research Question(s)/Hypothesis(es)
Conceptual Framework
Delimitations
Limitations
Definition of Terms
Organization of the Dissertation

Chapter 2 REVIEW OF THE LITERATURE

Literature Review by Topical Headings and subtopic headings within the Chapter

Chapter 3 DESIGN OF THE STUDY OR METHOD

Type of Research
Research Technique(s)
Research Questions/Hypothesis(es)
Population
Setting (optional)
Sample and Sampling Procedures
Instrumentation
Pilot Test
Data Collection Procedures
Statistical Test(s)
Data Analysis

Chapter 4: DATA ANALYSIS AND RESULTS
Analysis and Results for each Research Question(s)
Analysis and Results for Hypothesis(es)

Chapter 5 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
Introduction
Brief Restatement of Problem (optional)
Brief Restatement of the Purpose (optional)
Findings or Summary
Discussion (optional)
Conclusions
Recommendations for Practice (suggested)
Recommendations for Further Study

Note: Findings are not the same as the Results, which appear in Chapter 4. Findings are new information gleaned from the Results. Findings are extrapolated from the Results.

Qualitative Research (Qualitative Research differs significantly from Quantitative research in form. Qualitative research may not conform to the five-chapter outline familiar to Quantitative research. In Qualitative research, the literature may be integrated into the chapters instead of appearing in Chapter 2.)

Chapter 1 INTRODUCTION Background to the Study Problem Statement
Purpose of the Study
Significance of the Study
Conceptual Framework
Methods
Research Question(s)/Hypothesis(es)
Setting
Population
Sample and sampling procedures
Participants
Key Informants (optional)
Control for Researcher Bias
Anticipated Ethical Problems

Instrumentation (Interview or Focus Group Protocol/Optional)
Pilot Study
Definition of Terms
Organization of the Dissertation

For Qualitative Research, the Introduction includes information 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, reliability and Validity need to be established.

Chapter 2 REVIEW OF THE LITERATURE (if placed in one chapter. Otherwise use the appropriate title of the chapter. Ex: To Draw the Battle Lines)
Literature Review by Headings within the Chapter

Chapter 3	The Geopolitical History of State Establishment
	Topical Heading
	Topical Heading
	Topical Heading
Chapter 4	Battle on Two Fronts: East and West
	Topical Heading
	Topical Heading
	Topical Heading
Chapter 5	Discerning the Causes of Conflict
	Topical Heading
	Topical Heading
	Topical Heading
Chapter 6	The Captive Encounter During Conflict
	Topical Heading
	Topical Heading
	Topical Heading
Chapter 7	Ensuring a Strategy for Victory
	Topical Heading
	Topical Heading
	Topical Heading
Chapter 8	Response to Research Questions

Response to Hypotheses Findings or Summary
Conclusion

Recommendations for Further Research

Note: The number of chapters that appear in a qualitative dissertation depends on the nature of the research and the researcher.

Qualitative Research (Qualitative Research differs significantly from Quantitative research in form. Qualitative research may not conform to the five-chapter outline familiar to Quantitative research. In Qualitative research, the literature may be integrated into the chapters instead of appearing in Chapter 2.)

OTHER PROPOSAL 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 every paragraph had at least 6-8 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 sources, not secondary sources (cited in Johnson, 1999).
- ____ 14. Is your purpose clear?
- ____ 15. Is your problem apparent?
- ____ 16. Did you clearly state the importance of this research?
- ____ 17. Is your methodology transparent?
- ____ 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? The 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 writing it out?
- ____ 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?
- ____ 29. Did you get IRB approval before starting research?
- ____ 30. Did you communicate weekly with and/or products to your Dissertation chairperson, major professor?
- ____ 31. Do you respect your dissertation chairperson and Committee members properly?
- ____ 32. Are all authors used in the dissertation cited in the Reference list?
- ____ 33. Did you quote sources?
- ____ 34. Did you avoid plagiarism?

Appendix A



FLORIDA A M UNIVERSITY
Graduate Studies and Research
Thesis/Dissertation Committee Approval Form

D Initial ☐ Revised (check one.) Student ID# _____ Document Dissertation

Student Name _____ E-mail _____

Program educational Leadership; 1 P h . D . College/School College of Education

COMMITTEE INFORMATION

The Committee must have at least three members for the master's degree and five for the Ph.D. degree, and all of them must be members of the graduate faculty at Florida A&M University (FAMU). The Major (and co-Major, if applicable) must be an expert in the subject of the thesis/dissertation and have directive status. At least two committee members must come from the Unit, and one outside the Unit/discipline. All courtesy faculty members and committee members must have graduate faculty status at FAMU.

NOTE: All amendments or revisions to the Committee require a new form, with signatures, to be filed with the Graduate School.

As the Major/co-Major Professor, my signature below affirms that I am an expert in the subject matter of the thesis/dissertation.
I understand that my commitment to mentoring is to be continuous throughout the duration of this thesis/dissertation.

Name (without title)	Title	Signature
	Major Professor	
	Member	
	Outside Member	

Recommended by:		
Department Chair	Signature	Date
Graduate Coordinator	Signature	Date
Approved by:		
Dean, School/ College	Signature	Date
Graduate Dean	Signature	Date

Students:

1. Complete this form and attach a summary of all committee members' expected contributions and relevant expertise.
2. Obtain the signatures of each member indicating a willingness to serve.
3. Obtain the signatures of the Department Chair/Graduate Coordinator and your Dean.
4. Submit the original copy to the Graduate School, 469 Tucker Hall.

VDT/01242014

Appendix B

FLORIDA A&M UNIVERSITY

Graduate Studies and Research and the College of Education

Announce the Dissertation Defense of

NAME:

PROJECT CHAIR(S):

COMMITTEE MEMBERS:

DATE:

TIME:

PLACE:

The Public is Encouraged to Attend

Appendix C

Florida A&M University
College of Education
Educational Leadership & Counseling

Dissertation Proposal Defense Outcome Form

Dissertation Proposal Defense Date: _____

Graduate student's Name: _____

Student ID #: _____

Degree Seeking _____ Master's _____
PhD

Department: Educational Leadership and Counseling _____

College/School/Institute:
Education _____

Thesis/Dissertation Proposal Title: _____

Dissertation Proposal Defense Outcome _____ Passed _____
Failed.

Committee Approval:

PROFESSOR DIRECTING DISSERTATION

SIGNATURE

OUTSIDE COMMITTEE MEMBER

SIGNATURE

COMMITTEE MEMBER

SIGNATURE

COMMITTEE MEMBER

SIGNATURE

Appendix D

*Florida A & M University
Department of Educational Leadership & Counseling*

Thesis and Dissertation Scoring Rubric

Name:	Semester/Date:
<p>Directions: Assign ratings from each quality indicator for the proposal or thesis/dissertation. The ratings should be assigned as follows: 5-Approved with commendation, exceptional level of scholarship, 4-Acceptable as written, all crucial elements are included and adequately described, 3-Approved. However, revisions are strongly suggested in one or more critical components of markedly lesser quality than the rest of the quality indicators in the section. 2- It must be revised and resubmitted because some essential components are not satisfactorily described. 1-Must be revised and resubmitted because one or more required elements are missing or previous requests for revisions were ignored.</p>	
Chapter 1 (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating
1. Abstract a. For the proposal, the abstract contains a concise description of the study, a brief statement of the problem, and an exposition of methods and procedures. b. For the thesis/dissertation, the abstract also includes a summary of findings and implications. Comments:	5 4 3 2 1
2. The introduction section demonstrates that the study focuses on a significant problem worthy of study. A brief, well-articulated summary of research literature substantiates the study, referencing more detailed discussions in Chapter 2. Comments:	5 4 3 2 1
Chapter 1 (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating

3. The nature of the Study, Specific Research Questions, Hypotheses, or Research Objectives (as appropriate for the study) are briefly described. Reference is made to more detailed discussions in Chapter 3. Comments:	5 4 3 2 1
4. The Purpose of the study is described in a logical, explicit manner. Comments:	5 4 3 2 1
5. In quantitative studies, the theoretical base or in qualitative studies, the conceptual framework shows which ideas from the literature are relevant to the research. Comments:	5 4 3 2 1
6. Operational Definitions of technical terms, jargon, or special word uses are provided. Comments:	5 4 3 2 1
Chapter 1 (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating
7. The Significance of the Study is described in terms of a. knowledge generation, b. professional application, and c. positive social change (improving human or social conditions by promoting the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, or societies). Comments:	5 4 3 2 1
8. Chapter 1 ends with a Transition Statement that contains a summary of key points of the study and an overview of the content of the remaining chapters.	5 4 3 2 1

Comments:	
Chapter 2 (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating
1. There is an Introduction that describes a. the content of the review, b. the organization of the review and c. the strategy used for searching the literature. Comments:	5 4 3 2 1
Chapter 2 (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating
2. The review of related research and literature includes a. comparisons/contrasts of different points of view or different research outcomes, b. the relationship of the study to previous research Comments:	5 4 3 2 1
3. The review contains concise summaries of literature that help a. define the most critical aspects of the theory that will be examined or tested (for quantitative studies) or b. substantiate the rationale or conceptual framework for the study (for qualitative studies). Comments:	5 4 3 2 1
4. There is a literature-based description of a. the research variables (quantitative studies) or b. potential themes and perceptions to be explored (qualitative studies) Comments:	5 4 3 2 1
	Rating

Chapter 2 (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators	
5. Literature related to the method(s) is reviewed. Comments:	5 4 3 2 1
6. Literature related to using differing methodologies to investigate the outcomes of interest is reviewed. Comments:	5 4 3 2 1
7. The review is an integrated, critical essay on the topic's most relevant and current published knowledge. The review is organized around significant ideas or themes. Comments:	5 4 3 2 1

Chapter 3 – Qualitative Studies (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating
1. Introduction describes how the research design derives logically from the problem or issue statement. Comments:	5 4 3 2 1
2. Design describes which qualitative tradition or paradigm will be used. The paradigm choice is justified, explaining why other likely choices would be less effective. Comments:	5 4 3 2 1
3. The Role of the Researcher in the data collection procedure is described. Comments:	5 4 3 2 1

<p>4. Where appropriate, questions and sub-questions make sense, are answerable, are few, are clearly stated, and are open-ended. When it is proposed that questions emerge from the study, initial objectives are sufficiently focused.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
<p>Chapter 3 – Qualitative Studies (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators</p>	<p>Rating</p>
<p>5. Measures for the ethical protection of participants are adequate. The project has been approved by the Institutional Review Board (IRB).</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
<p>6. The criteria for selecting participants are specific and appropriate to the study. There is a justification for the number of participants, which is balanced with a depth of inquiry – the fewer the participants, the deeper the inquiry per individual.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
<p>7. Choices about which data to collect are justified. The data collected is appropriate for answering the questions about the chosen qualitative paradigm. How and when the data will be collected and recorded is described.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
<p>Chapter 3 – Qualitative Studies (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators</p>	<p>Rating</p>

<p>8. If an exploratory study is conducted, its relation to the more extensive study is explained.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
---	---

<p>Chapter 3 – Quantitative Studies (FOR PROPOSAL & THESIS/DISSERTATION DOCUMENTS) Quality Indicators</p>	<p>Ratings</p>
<p>1. Introduction includes a clear outline of the significant areas of the chapter.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
<p>2. Research Design and Approach:</p> <p> a. includes a description of the research design and approach,</p> <p> b. justifies using the design and approach, and</p> <p> c. derives logically from the problem or issue statement.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
<p>3. Setting and Sample</p> <p>a. describes the population from which the sample will be or was drawn</p> <p>b. describes and defends the sampling method, including the sampling frame used; c. describes and defends the sample size.</p> <p>d. describes the eligibility criteria for study participants and</p> <p>e. describes the characteristics of the selected sample.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>
<p>4. If a treatment is used, it is described clearly and in detail.</p> <p>Comments:</p>	<p>5 4 3 2 1</p>

Chapter 4 – Qualitative Studies (FOR THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Ratings				
1. The data-generating, gathering, and recording processes are clearly described. Comments:	5	4	3	2	1
2. The systems that track data and emerging understanding (research log, reflective journals, cataloging systems) are clearly described. Comments:	5	4	3	2	1
3. The findings a. build logically from the problem and the research design, and b. are presented in a manner that addresses the research questions. Comments:	5	4	3	2	1
4. Discrepant cases and nonconforming data are included in the findings. Comments:	5	4	3	2	1
5. The data supports Patterns, relationships, and themes described as findings. All salient data are accounted for in the findings. Comments:	5	4	3	2	1
6. A discussion on Evidence of Quality shows how this study followed procedures to assure data accuracy (e.g., trustworthiness, member checks, triangulation, etc.). Appropriate evidence occurs in the appendices (sample transcripts, researcher logs, field notes, etc.). (May appear in chapter 5) Comments:	5	4	3	2	1

Chapter 4 – Quantitative Studies (FOR THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Ratings
1. Chapter 4 is structured around the research questions and/or hypotheses the study addresses, reporting findings related to each. Comments:	5 4 3 2 1
Chapter 4 – Quantitative Studies (FOR THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Ratings
2. Data analysis (presentation, interpretation, explanation) is consistent with the study’s research questions, hypotheses, and underlying theoretical/conceptual framework. Comments:	5 4 3 2 1
3. Data analysis <ul style="list-style-type: none"> a. logically and sequentially address all research questions or hypotheses, and b. where appropriate, outcomes of hypotheses-testing procedures are reported (e.g., findings support or fail to support...), and c. do not contain any evident statistical errors. Comments:	5 4 3 2 1
4. Tables and Figures <ul style="list-style-type: none"> a. are as self-descriptive as possible, informative, and conform to standard thesis/dissertation format, b. are directly related to and referred to within the narrative text included in the chapter, c. have immediately adjacent comments, d. are correctly identified (titled or captioned) and e. show copyright permission (if not in the public domain). Comments:	5 4 3 2 1

Chapter 4 – Quantitative Studies (FOR THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Ratings				
5. In the concluding section of Chapter 4, outcomes are logically and systematically summarized and interpreted based on their importance to the research questions and hypotheses. Comments:	5	4	3	2	1

Chapter 5 (FOR THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating				
1. The chapter begins with a brief overview of why and how the study was done, a review of the questions or issues being addressed, and a summary of the findings. Comments:	5	4	3	2	1
2. The Interpretation of Findings a. includes conclusions that address all research questions, b. contains a reference to outcomes in Chapter 4, c. covers all the data, d. is bounded by the evidence collected, and e. relates the findings to a larger body of literature on the topic, including the conceptual/theoretical framework. Comments:	5	4	3	2	1

Chapter 5 (FOR THESIS/DISSERTATION DOCUMENTS) Quality Indicators	Rating				
5. Recommendations should flow logically from the conclusions and contain steps to helpful action, state who needs to pay attention to the results, and indicate how the results might be disseminated. Comments:	5	4	3	2	1

5. Recommendations for Further Study point to topics that need closer examination and may generate a new round of questions. Comments:	5 4 3 2 1
6. For qualitative studies, including a reflection on the researcher's experience with the research process in which the researcher discusses possible biases or preconceived ideas and values, the potential effects of the researcher on the participants or the situation, and their changes in thinking because of the study Comments:	5 4 3 2 1
7. The work closes with a strong concluding statement, making the "take-home message" clear to the reader. Comments:	5 4 3 2 1
8. The proposal/thesis/dissertation <ul style="list-style-type: none"> a. follows a standard form and has a professional, scholarly appearance, b. is written with correct grammar, punctuation, and spelling, c. includes citations for the following: direct quotations, paraphrasing, facts, and references to research studies, d. does not have over-reliance on limited sources, and, e. in-text citations are found in the reference list. Comments:	5 4 3 2 1

General Comments

Comments on the following quality indicators apply to the thesis/dissertation.

Writing Style and Composition

The thesis/dissertation is written in scholarly language (accurate, balanced, objective, tentative). The writing is clear, precise, and avoids redundancy. Statements are specific, and topical sentences are established for paragraphs. The flow of words is smooth and comprehensible. Bridges are established between ideas. The thesis/dissertation conforms to APA manuscript style.

Comments:

Organization and Form

The thesis/dissertation is logically and comprehensively organized. The chapters add up to an integrated “whole.” Subheadings are used to identify the logic and movement of the thesis/dissertation, and transitions between chapters are smooth and coherent.

Comments:

Graduation Clearance Checklist

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

All graduate students are required to complete the Graduation Clearance Checklist and submit it to the Ph. D. Program Coordinator. The Program Coordinator will verify the submission of all documents and requirements before recommending graduation.

Appendix E

Ph. D. in Educational Leadership Program Graduation Requirements Clearance Checklist

- | | |
|------------|--|
| Date _____ | ___ 1. Review the most recent transcript to determine if all Educational Leadership courses have been completed with a "B" or better grade. All Educational Leadership courses are required courses. |
| Date _____ | ___ 2. Passed Comprehensive Examination |
| Date _____ | ___ 3. Doctoral dissertation research approved by the FAMU IRB. |
| Date _____ | 4. Complete the Intent to Graduate form the semester before graduation (online) |
| Date _____ | ___ 5. Applied for graduation (online). |
| Date _____ | ___ 6. Dissertation defense announcement (10 calendar days before defense). |
| Date _____ | ___ 7. Ensure that the dissertation adheres to the 7 th edition of the American Psychological Association (APA) manual. |
| Date _____ | ___ 8. Dissertation to faculty members and Dean 10 calendar days before the defense. |
| Date _____ | ___ 9. Successful dissertation defense |
| Date _____ | ___ 10 Dissertation committee signatures obtained through DocuSign. |
| Date _____ | ___ 11. The Defense Outcome form has been submitted to the School of Graduate Studies and Research. |
| Date _____ | ___ 12. The major has completed the Thesis/Dissertation Scoring Rubric professor and submitted to the Department Chair? |
| Date _____ | ___ 13. Complete the Ph. D. graduate student completer survey and submit it to The Ph.D. Program coordinator. |

Date _____ 14. Check to ensure that all tuition and fees have been resolved and that there is no outstanding university debt.

Date _____ 15. The dissertation has been uploaded to ProQuest and approved by the PhD program coordinator and the Dean of the Graduate School

Graduate student's Signature: _____ Semester of Graduation: _____

Ph. D. Program Coordinator's Signature _____

Appendix F. THE PROFESSIONAL EDUCATION UNIT CONCEPTUAL FRAMEWORK

The operation of the Professional Education Unit is founded on four thematic processes: 1. Commitment to Social Justice; 2. Collaboration & Strategic Partnerships; 3. Clinical Practice; and 4. Integration of Digital Media. The PEU employs these processes to prepare its teacher and leadership graduate students to become Transformative Teachers & Leaders. The Unit seeks to develop graduate students' knowledge, skills, and dispositions in alignment with the Pillars of Effective Practice for the 21st Century Educator. These pillars are: 1. Professional Expertise (Pedagogy & Content Knowledge); 2. Critical Inquiry; 3. Cultural Competence; and 4. Reflective Practice. Program faculty draw upon a legacy of excellence and a commitment to teaching, research, and service to provide the highest quality instruction and learning experiences for teacher and leadership graduate students.

Appendix G. SUGGESTED SCHOLARSHIP OPPORTUNITIES

School of Graduate Studies and Research (SGSR)

Application for Graduate Funding

Due by May 1 for Continuing Student Funding and by August 1 for New Student Funding

I appreciate your interest in graduate school and graduate funding. This application allows you to apply for an **assistantship for one academic year (9 months)** and/or **tuition assistance** for each fall and/or spring semester in your prospective or current program of study.

Interested graduate students must apply for assistantship and/or tuition assistance each year; however, completing this application does NOT guarantee funding because all graduate funding is competitive and merit-based. Also, summer funding is generally not available. Thus, all funding (assistantships, fellowships, stipends, and tuition waivers) provided by the SGSR and/or your College or School is **contingent upon the availability of funds** and the following requirements:

- **For continuing students**, applications must be submitted to your school or college by **May 1 for renewal funding** and **August 1 for initial funding for new students**. Late applications will NOT be accepted or considered.
- You must be or will be a **regular, enrolled, full-time student** who registers for a **minimum of nine (9) graduate credit hours for both the fall and spring semesters** and a **minimum of six (6) graduate credit hours during the summer semester** (unless you

are approved for an underload. Special permission may be obtained for part-time enrollment during the thesis or dissertation writing stage or during **one** summer semester before graduation; however, all students must be continuously enrolled in school to receive university funding.

- You must maintain a **3.0** or higher grade point average (GPA).
- You cannot be employed elsewhere (on or off campus) and receive university funding assistance without prior written approval of the program director/chair, dean of your college or School, and the dean of the SGSR; and,
- You must not engage in unethical or unprofessional behaviors that violate the FAMU student code of conduct.

Check One

New Student

Continuing Student

Academic Year (EX: 2016-2017)

Check Type(s) of Funding Requesting

Waiver (waive a portion of tuition)

Fellowship (used to pay a portion of tuition)

Graduate Assistantship (must work and complete employment documents), Title

III Funding (STEM Only)

Other Funding

Name (Last, First)

Student ID (if returning FAMU student)	<input type="checkbox"/>	<input type="checkbox"/>
Email Address		
Contact Number	<input type="checkbox"/>	
Undergraduate Degree	<input type="checkbox"/>	
Master's Degree (if applicable)	<input type="checkbox"/>	
Tuition Status	<input type="checkbox"/> Circle one: In-State Out-of-State	
Current Grade Point Average	<input type="checkbox"/>	
Are you a full-time state employee or		
Do you plan to participate in the tuition program as a full-time FAMU employee or a full-time state and FAMU employee?		
Will you receive any outside funding for this academic year?	Circle one:	Yes* No

*Please note that outside funding awarded through the Office of Financial Aid may impact the tuition assistance you receive from the SGSR. **Letters of Recommendation (LOR)**

The references can be from **First-time applicants only!!** Former employers or any professor (and may include your proposed research professor).

The LORs must be completed by **May 1** for current student funding and **August 1** for new student funding and must include the recommender's email address and telephone number. **(Please note: Continuing students are not required to submit LORs after the first year unless they apply for funding in a different degree program.)**

Requirements for Master's and Doctoral Students:

- List your major academic honors, memberships, publications, professional papers, and presentations (attach an additional sheet if necessary).

Submit a copy of your most recent CV.

- If applying for a graduate assistantship, provide any additional information that you consider essential to your employment as a graduate assistant.

Additional Requirements for Doctoral Students:

- Statement of Intent. Doctoral applicants must write and attach a personal statement of intent to this application. The statement of purpose should include:

Initial Funding Request Applications

- 1) An introduction explaining your career goals and objectives for the doctoral degree, personal characteristics, and academic preparation that have prepared you to pursue doctoral training and research goals.
- 2) Prior research experience activities, any presentations, or publications (accepted or not accepted) derived from your research; and,
- 3) Identify a professor you would select as your research and professional mentor, and explain why you selected this professor to assist you in meeting the desired career and research goals.

Renewal Funding Request Applications

- 1) Include an abstract describing your current research.
 - 2) Identify the professor as your major professor or graduate advisor. Please indicate how often you met with them during the previous year and how you usually plan to meet during the upcoming year.
 - 3) If you changed major professors during the previous year, explain why the change occurred and how it will affect your progress.
- By the 3rd year of funding, provide evidence of successful submission and acceptance for publication in a peer-reviewed journal on research conducted.
 - By the 4th year of funding, provide proof of grant writing and/or applications you have submitted for fellowship programs such as the McKnight Dissertation Fellowship or a similar program; and,
 - Returning graduate students funded by SGSR and your major advisor must complete the Graduate Student Annual Progress Report by **April 1** each year. **This is a requirement for master's and doctoral students to receive continued funding.**
 -

Please read and initial the following:

- I understand that I must apply for an assistantship and tuition each academic year and that funding is NOT guaranteed from year to year. _____
- I agree to inform my school or college of funding from other sources, such as other University funding, outside scholarships, fellowships, waivers, and student loans, which may affect my financial award eligibility for the academic year in a timely fashion. _____
- I understand that I cannot exceed my cost of attendance. _____
- I understand that if I withdraw from the University, drop below the required GPA or academic load, or am terminated from the assistantship (if applicable), my tuition waiver may be revoked. I will be liable for the tuition costs and fees assessed. _____
- I understand that to qualify for funding, I must have a Free Application for Federal Student Aid (FAFSA) on file for the academic year. _____ **(U.S. citizens only)**
- I understand that funding will not be provided after the required credit hours for my program have been met unless there are extenuating circumstances beyond my control.

I understand that all tuition and assistantship awards are competitive and merit-based and will only be provided to a selected number of graduate students each year, that funding is NOT guaranteed from year to year, and that incomplete applications will not be accepted. I also attest that I have read and understand the requirements and that the information provided in this application is complete and accurate to the best of my knowledge.

Printed Name of Student

Signature

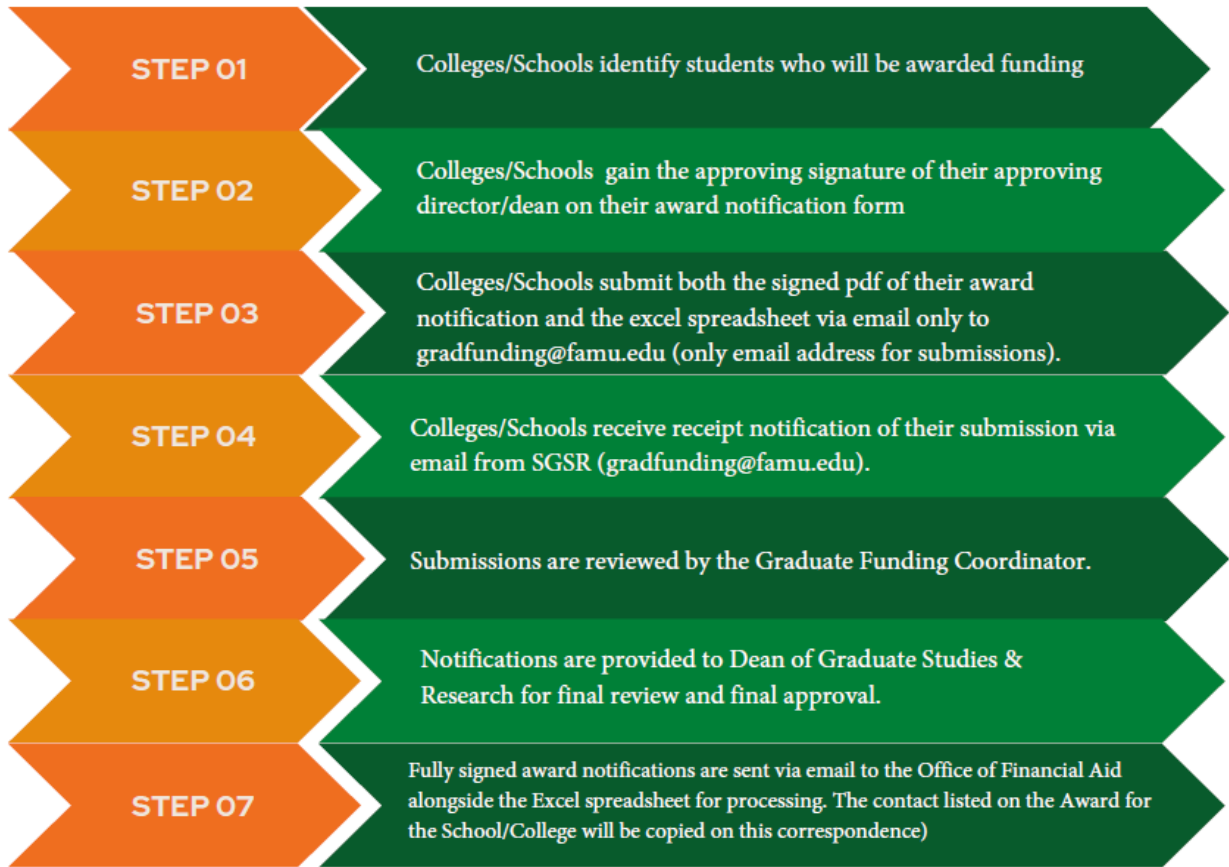
Date

This application must be submitted to the college or school in which you are applying or enrolled.

PLEASE RETAIN A SIGNED COPY OF THIS APPLICATION FOR YOUR RECORDS

SGSR's AWARD NOTIFICATION 7-STEP PROCESS

Steps 1- 7 begin after annual (E&G) award notification letters have been provided to Colleges/Schools.



School of Graduate Studies & Research