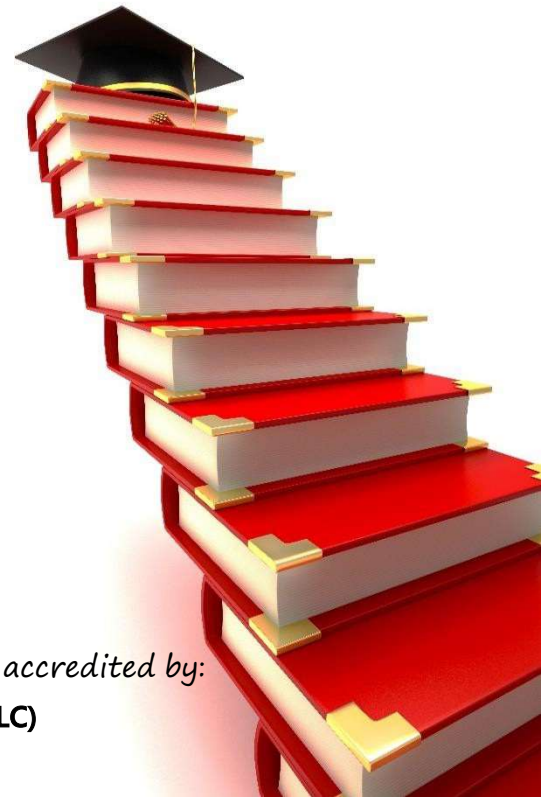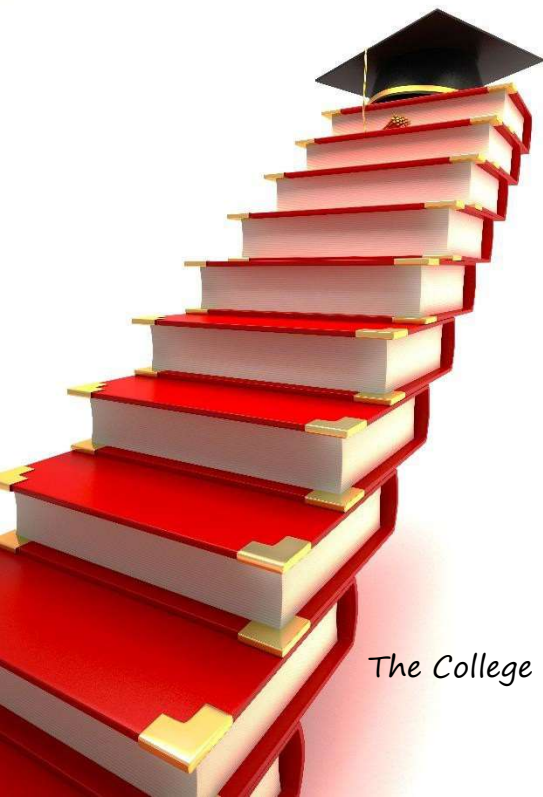# Doctor of Education Degree (Ed.D.)

in Educational Leadership

2024-2025
STUDENT HANDBOOK

College of Education and Behavioral Science

A-State MISSION STATEMENT
Arkansas State University educates leaders, enhances intellectual growth,
and enriches lives.

Educational Leadership, Curriculum and Special Education
Telephone: 870-608-4116 or 870-972-3943
Email: onlineedd@astate.edu

Table of Contents

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
Doctor of Education in Educational Leadership
P.O. Box 1450, State University, AR 72467 Phone: 870-972-3943

Dear Students:

Welcome to Arkansas State University and the Doctor of Education in Educational Leadership (Ed.D.). This is a competitive program, and we congratulate you for being admitted. You have potential to develop as a leader, and we look forward to your participation in our program.

This handbook is intended to assist you in navigating your way through the Ed.D. program. Your professors, dissertation mentors, and department chair will be valuable assets as you progress through the program. Please take advantage of their experience and expertise.

Again, welcome to the program and we wish you every success. Should you have questions, feel free to contact me.

Best Wishes,

Alicia Shaw, Ed.D.
Interim Chair, Educational Leadership, Curriculum and Special Education

PREFACE

The A-State Graduate Bulletin, the A-State Student Handbook and other guidelines referenced herein are the primary sources of information regarding university, academic and research policies, and procedures at A-State. This Handbook is designed specifically for the Ed.D. students in the Doctor of Education in Educational Leadership Program and preempts the information provided in the previously listed publications. All Ed.D. students are responsible for being informed about all academic and research requirements. The Ed.D. Department Chair is available for advice, guidance and consultation regarding all requirements, policies, and procedures. For any questions, please feel free to call the Educational Leadership, Curriculum and Special Education department at 870-972-3943.

SECTION I. Getting Started and Knowing the Rules.

This section contains essential information for all students in the Doctor of Education in Educational Leadership.

A. Educational Leadership, Curriculum and Special Education (ELCSE)

The Ed.D. Program office is located within the Education Leadership Studies building room 218. From time to time, it will be necessary to file various forms requiring the approval of the Director of the Doctor of Education in Educational Leadership. Please submit these via e-mail to: onlineedd@astate.edu.

B. Registration and Tuition

Registration for classes is a web-based procedure. Since the program is completed in a cohort you will receive an email

reminder about the courses you will be required to take during the upcoming semester. A degree check sheet will be provided for your cohort for your reference. Active status is required for students to register for courses, take exams, submit progress forms, file for graduation, or otherwise participate in the University community as a Graduate Student.

1. Continuous Enrollment

   Doctoral students must maintain continuous enrollment with their cohort through all 10 semesters of the program. Students must remain continuously enrolled in the program. The Online Coordinator of Department Chair must approve a student dropping a course.

2. Course Drop/Withdrawal During Scheduled Refund Period

   The Online Coordinator or Department Chair must approve a student dropping a course. Students may drop a course online in the same manner they registered for the course by clicking on "drop" beside the correct CRN number unless it is their last courses in a semester in that case you will need to email onlineregistration@astate.edu to drop. Students may drop a course and receive a refund according to the rules located here: https://www.astate.edu/a/treasurers-office/drop-dates-refunds/.

3. If a student is unable to process the drop online through self-service, the an email must be sent from the student's Arkansas State University email address to the A-State Online registration team at onlineregistration@astate.edu no later than 11:59:59 p.m. on the day according to the refund schedule. (See #1 above)

4. With approval students may withdraw from a course through the end of the last day to drop a course. Students have until 11:59:59 p.m. on the last day to drop a course according to the academic calendar located here: https://www.astate.edu/a/academic-affairs-and-research/calendars/. Students who drop a course after the first day of class up until the last day to drop, will receive a grade of 'W' and are obligated financially. (See #1 above)

C. Fee Statements

Student account balances are provided to the student online through the Self-Service system. Students are responsible for ensuring that their tuition and fees are paid in full in accordance with university deadlines. Payment deadlines are scheduled before the start of courses and can be found here: https://degree.astate.edu/academic-calendar/. A-State Online students are not eligible for university payment plans. You must pay for your course by the tuition deadline if your financial aid has not arrived. No exceptions can be made to this policy.

D. Course Access

Students will have access to the Learning Management System (LMS) on the Monday prior to the week of the course start date (Pre-Release week).

E. Non-Attendance/No Participation

Active participation and completion of assignments early in A-State Online Program courses is critical because of the accelerated course schedule. Faculty are asked to assign a grad of 'WN' (withdrawal for non-attendance) to students who have never

attended a single class during the open and close period for WN grading which is communicated by administration to the faculty. WN's can only be assigned for students who have never accessed an LMS course after the start date. Students who have accessed an LMS course at any time once the term has begun are NOT eligible for a WN even if they have not completed any assignments. These students must complete the normal drop or withdrawal process. The WN grade removes all financial obligations associated with the course. Students should not depend on the University to assign a grade of WN. Students should review their schedule of classes using Self Service to make sure their enrollment is accurate. Students who find a mistake need to contact the A-State Online office for proper procedures immediately upon discovery. It is the student's responsibility to make sure their transcript is an accurate reflection of the student's registration and participation in the course(s) at A-State. To be reinstated to class after being dropped for non-attendance please email your instructor who can contact A-State Online Services on your behalf if they feel you should be reinstated. WN grades may not be appealed after the close of the term in which the WN grade was issued.

F. Deadlines

Due to the fast-paced nature of the courses in the program, all deadlines will be strictly observed. There will be no exceptions to the deadlines. Deadlines are published on the calendar found on the A-State Online website at degree.astate.edu/calendar.aspx.

G. Incomplete Grades

Incomplete grades can only be assigned by the instructor/mentor.

The incomplete grade (I grade) must be changed no later than the last day of the following semester. Students will be required to sign off on the form that outlines the work required to be done and the due dates. Students will be required to enroll in a 1-hour course to remain continuously enrolled while meeting the incomplete requirements. Once incomplete requirements are met the student will be moved to the next cohort to complete the doctoral program. **Students who do not complete the work in the 1 semester period will receive an F in the course.**

H. Course Load

Term Length	Couse Load
5-week courses (Summer Only)	2 courses per 5-week term
7-week courses (Spring and Fall)	2 courses per 7-week term

I. Final Grading Policy

1. Final grades will be available on the student's transcript approximately 2-4 weeks after the course ends. Assignments, quizzes, exams, and other graded work required of students shall not be due after the course end date. Students may not submit work for a grade after the course end date.

2. Incorrect/Grade Change students who feel the grade received on a course is incorrect or does not match the grade shown in the LMS will need to contact the course instructor. If the instructor determines a grade is incorrect, a Grade Change Form will be completed and signed by the Instructor, Chair and Dean of the Department. Forms are sent to the Registrar's Office for

processing. Students will need to check their transcript in Self-Service to confirm this change has been completed. Dissertation courses are on a Pass/Fail – P/F grading scale.

J. Student Conduct

You are responsible for abiding by the Student Conduct Code in the Student Handbook which can be accessed on line at: https://www.astate.edu/a/student-conduct/student-standards/handbook/index.dot.   Campus e-mail is the primary means of communication from the Office of Student Conduct; appearance notifications, hearing notifications and decisions notifications will be sent to the student's A-State email address.

K. E-mail Accounts

Student email accounts can be set up by going to the A-State main webpage (www.astate.edu). Click on the "Current Students" heading, then on "Email" in the "Quick Links" list on the right-hand side of the Current Students page. Follow the instructions on the student log in page. You will regularly receive emails containing important information about deadlines, seminars etc. All of these emails will be sent to your smail.astate.edu address, so be sure to check it frequently.

L. Student Records

All students are responsible for maintaining their current address, email address and phone number with the Office of the Registrar. It is also the student's responsibility to frequently monitor campus email and the university website, as these electronic means of communication are the university's effective and efficient ways to

disseminate important information to the campus community. Your professors, mentors and online coordinator will only use your A-State email address.

M. Plagiarism

Students who commit plagiarism are engaging in serious academic misconduct. They risk disciplinary action from the Ed.D. Program and the College of Education and Behavioral Sciences, including the possibility of being dismissed from the Ed.D. Program and Arkansas State University. A-State's policy on academic integrity is found here;

https://www.astate.edu/dA/26121e2b3a/fileAsset/student-handbook.pdf.

SECTION II. Program Overview and Student Progression

A. Program Overview

The Doctor of Education degree in Educational Leadership provides the highest professional degree available in the field of education to students who aspire to administrative careers. Although the Ed.D. **does not lead to licensure**, this online degree prepares leaders for higher education professorship, district leadership and/or building level leadership. In addition, each doctoral student is expected to complete the comprehensive examination requirement and conduct a major research project resulting in the presentation and oral defense of a dissertation.

Mission Statement

The mission of the College of Education and Behavioral Science is to generate and disseminate knowledge through teaching, research,

and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence.

B. The Academic Program

Educational Leadership has become increasingly professional in its demands. Accordingly, it is recognized that leadership requires professional preparation and collegial relationships. Therefore, the Educational Leadership, Curriculum and Special Education offers academic programs for potential leaders. The academic program's mission is accomplished through graduates who:

- Apply the program's academic knowledge base in bringing about creative changes and innovations within organizations;
- Understand human behavior within the organization as well as the transactional relationship between the organization and its external environment.
- Exercise effective leadership in the context of complex cultural, economic, and political diversity;
- Utilize appropriate research principles to resolve problems and conflicts;
- Discover and utilize insight about one's self to increase effectiveness in leading and working with others;
- Function as risk-takers and change agents in facilitating or organizational vision and sound planning;

- Utilize the evolving professional knowledge base concerning learning theories, knowledge acquisition, and the nature of the educational environment in promoting sound educational practices;
- Create an organizational ethic committed to the equitable treatment of all people.

1. Admissions Procedures

   a.) Residence Information

   All domestic students are classified as an "in-state" student for tuition and fee purposes.

   b.) International Students

   A citizen of any foreign nation or graduate of any international institution of higher learning will be considered for admission to the Educational Leadership program if he/she can submit satisfactory credentials indicating the following:

   (1). Obtain required TOEFL scores. Requirements can be found here: https://www.astate.edu/a/global-initiatives/international/admissions/graduate/.

   (2). Completion of an appropriate program of study that is equal to a master's degree in an appropriate area from a college or university in the U.S. with a GPA that meets the requirements of the Center of Excellence in Education;

   (3). Tuition needed to finance the nine-month academic year plus the required summer sessions is located here: https://www.astate.edu/info/costs/doctorate/.

2. Admission Criteria

When applying for the doctoral program it is predicated on the following criteria: 1.) Leadership Experience, 2.) Educational Experience (graduate transcripts), 3.) Writing Sample, 4.) Letter of Interest and 5.) References. These criteria provide both ELCSE and the applicant with an indication of probable success in the program. Applicants must hold a master's degree.

a.) Conditional Admission – A student who needs sub-doctoral courses will be conditionally admitted. Once these courses are completed, the student will successfully progress to the doctoral core classes/courses. Introduction to Statistics is required to be taken within the past 6 years.

b.) Unconditional Admission – A student who has met all sub-doctoral requirements will begin doctoral core courses immediately.

Complete the online application for the Ed.D. and remit a nonrefundable $50 application fee. Applications can be found at degree.astate.edu.

a.) One set of official transcripts of all undergraduate and graduate work.

b.) Two letters of recommendation from professional people who can speak to your ability to matriculate into this doctoral program and complete a dissertation. Guidelines will be provided in the application.

c.) A two-page letter of intent describing your ability in leadership and educational experience. Include the 5 criteria mentioned above.

d.) Submit one of the following writing samples:

    a. A two-page personal philosophy of leadership, citing three sources of reference;

       Or

    b. A research paper demonstrating your ability to write at the graduate level.

       Note your paper must follow the latest APA style guide.

e.) Curriculum resume' or Vita – be sure to include any research and leadership experience.

f.) Student acknowledges having read handbook during the application process.

3. Application Deadlines

   Summer – Application deadline May 1

   Fall - Application deadline August 1

   Spring - Application deadline December 1

   All applicants will be notified in a timely manner after the application has been ranked by the committee if they have been accepted or denied. Applications who are not accepted may reapply to the program in the future.

C. Financial Assistance

Loans are available to graduate students from several sources. These include the following: Federal National Direct Student Loan, Federal Unsubsidized Stafford Student Loans, and Federal Supplemental Loan for Students. Interested applicants should contact A-State Online Services at astatonlinefinancialaid@astate.edu or 870-972-2920 for application instructions. *If you are receiving financial aid, during the

semesters where you are not enrolled in at least 3 hours of coursework, you will not be eligible for financial aid. This will occur during semester 7. Please work directly with AOS Financial Aid before the semester begins as they are aware of the situation and are prepared to offer additional solutions.

D. Transfer Credit

No transfer credit will be accepted into the doctoral core.

E. Pre-Req Courses

Sub doctoral courses will be considered for transfer to ensure the required 90 hours beyond a Bachelors. Courses must have a grade of B or better.

Sub doctoral courses must maintain a "C" or better, if the sub doctoral course is failed the student must set out 1 semester and then reapply and go through the ranking process again.

F. Audit Courses

Doctoral students are not allowed to audit courses due to their cohort status.

G. Consequences of Insufficient Progress

The following actions will result in dismissal from the Ed.D. program. Students who are dismissed from the program may reapply following graduate school criteria:

https://catalog.astate.edu/content.php?catoid=10&navoid=295&hl=Minimum+grade&returnto=search#readmission-of-suspended-students.

Earning more than one "C" will result in dismissal from the program. A grade of "F" in the program will result in dismissal from the program. Students who are dismissed from the program may reapply following graduate school criteria:

1. Failure to maintain continuous enrollment according to a student's cohort schedule.

2. Failure to receive credit for a dissertation course.

3. Failure to pass the Leadership Core Exam by the second attempt.

4. Failure to successfully defend a Proposal or Dissertation.

5. Academic or Scientific misconduct.

6. Failure to comply with Federal, State and University policies and regulations regarding safety, the use of animals, recombinant genomes, humans, and radiation in research.

Any student who fails to meet one or more of the above requirements will be dismissed from the program. There are a series of projects and examinations designed to prepare and evaluate the student's potential for success in the Ed.D. program. In general, there is a dissertation research proposal to be prepared and defended, course work to be completed, and ultimately defense of a dissertation.

H. Ed.D. Key Concepts

1. Ed.D. Dissertation Chair

   A student will be assigned a Dissertation Chair at the beginning of their second semester in the Ed.D. Program. The Dissertation Chair will often, but not always, be a member of the specialty area nearest to the student's research interests.

   A. Changing a Dissertation chair after beginning a program of study can be done but is often not in the student's best interest. If such a change is necessary, students must consult with the Ed.D. Program Director before initiating the change. The

student will then submit the Request to change Chair/Mentor form. Students are allowed to make one chair change throughout the life of the program.

2. Ed.D. Dissertation Committee

By semester 6, prior to taking leadership core examination, your dissertation committee will be created. Ed.D. Dissertation Committees are comprised of a minimum of three members: Dissertation chair, Dissertation mentor, faculty members (including approved adjunct doctoral faculty) and graduate faculty members outside of the center and affiliate members as approved by the Graduate Council must have a terminal degree. The majority of faculty members making up the Dissertation Committee must be from Arkansas State University. Additional members may be external to the institution but must have graduate faculty status (to apply for graduate faculty status, please contact the ELCSE office). After consultation with the Dissertation Chair and with prospective Dissertation Committee members, the Dissertation Committee form will be filed. The Dissertation Committee's responsibilities include, but are not limited to:

   a.) Ensuring that each student receives an appropriate range of learning experiences through the dissertation process.

   b.) Assist the Dissertation Mentor in guiding the student's dissertation research, evaluating the research, determining if the research is appropriate for earning an Ed.D. degree in Educational Leadership, recommending the student for admission to candidacy and ultimately recommending the student for the Ed.D. degree.

1. Changes in the Ed.D. Dissertation Committee:
   To petition for a change in the membership of an Ed.D. Dissertation Committee, the student MUST gain the approval of the Ed.D. Program Director. Only one change to your committee may be made during your program unless the department deems it necessary.

3. Ed.D. Dissertation Mentor

   Dissertation mentors are assigned to the student at the beginning of semester 2 based on their qualifications and the student's chosen topic.

   The dissertation mentors will be the instructors for the student's dissertation courses that begin in semester 2 of the program. The mentors will be members of a student's dissertation committee when it is created in semester 6. The mentors will guide students in the preparation of the dissertation proposal, including the specification of the research problem(s)/question(s), selection of the appropriate methodology (i.e., quantitative, qualitative, mixed) and the literature review. Students must have a dissertation topic selected upon completion of the second semester. Students must submit the appropriate form verifying the dissertation topic and methodology. The mentors will guide students in the development of the IRB application, data collection and writing phase of the dissertation. Students will be prepared for the oral defense of proposal through coursework and meetings with the dissertation chair.

I. Leadership Core Examination

The purpose of the Leadership Core Examination is to evaluate

whether the student has begun to acquire the skills necessary to complete and defend an Ed.D. dissertation appropriate to the student's degree plan. The doctoral leadership core examination for the Ed.D. will be completed at the end of the 6th semester of the program. This will be a comprehensive exam over the 8 core courses in the doctoral leadership core. The exam will be e-mailed toward the end of the 6th semester. You will have approximately one month to complete the exam and return to the online program coordinator. Late submissions will not be accepted. An extension will be granted for extenuating circumstance ONLY. Extenuating circumstance examples: hospitalization, death of immediate family member (parents, in-laws, child, grandparents). Extensions will only be allowed for up to 1 week if documentation of this catastrophic event is submitted. If any portion of the exam is failed, a student will have a second attempt to repeat any failed portion of the examination. A second failed attempt on any portion of the examination will result in the student's dismissal from the doctoral program.

J. Class Schedule

Educational Leadership courses are designed to provide all students with a cross-disciplinary overview of educational leadership. The student will always follow the prescribed course sequence; if a problem occurs where a student is unable to follow the sequence, the student should notify the online program coordinator. When registration opens for each semester, students should follow the course sequence on the program outline given to them at admission. Note you may only be enrolled in one academic program at a time.

Cohort 15 Unconditional Admit
Ed.D. Program Outline – Beginning Fall 2024

Doctoral Leadership Core (Semester-Hours)

Fall 2024
— RMTH 7783 Advanced Educational Statistics   3
— RMTH 8773 Educational Research and Evaluation   3

Spring 2025
— RMTH 8783 Qualitative Research & Evaluation   3
— RMTH 7773 Advanced Educational Research   3
— DSRT 8501 Dissertation I – Prospectus   1

Summer 2025
— ELAD 8043 Advanced Organizational Theory & Inquiry   3
— ELCI 8213 Curriculum and Instruction   3
— DSRT 8521 Dissertation III: Chapter 2 Part 1   1

Fall 2025
— ELAD 8253 Education Policy and the Law (P-12)   3
— ELAD 8313 Educational Leadership Practices   3
— DSRT 8531 Dissertation IV: Chapter 2 Part 2   1

Spring 2026
— ELFN 8763 Socio-Cultural Foundations of Education   3
— ELAD 8343 Comparative Education   3
— DSRT 8511 Dissertation II: Chapter 1 Approval   1

— **Summer 2026**
— ELAD 8203 Politics of Education   3
--- ELAD 8333 Organizational Development in Education (P-12)   3
— DSRT 8531 Dissertation V: Chapter 3 part 1   1
    Leadership Core Exam

Fall 2026
--- DSRT 8541 Dissertation VI: Chapter 3 Approval   1
    Proposal Approved
    IRB Approval

Spring 2027
— DSRT 8613 Dissertation VII: Chapter Four Data Collection   3

Summer 2027
--- DSRT 8623 Dissertation VIII: Chapter Four Data Analysis   3

Fall 2027
---   DSRT 8633 Dissertation IX: Chapter Five – Final Defense and ProQuest   3

Spring 2028
— ELAD 889V   **1**
**If ProQuest deadline is not met an extra hour of enrollment next semester will
be required Graduation. (Participation in Graduation and Graduation date is pending ProQuest
Approval)
Incomplete Courses
If a candidate received an incomplete for a dissertation course, they will be required to stop the cohort
they are in and take ELAD 880V Doctoral Research course at their own expense to meet the
requirements of the Incomplete grade.
Graduation
(Graduation date is pending ProQuest Approval)**

Doctoral Core Total 51
<u>**Dissertation**</u>

- Candidates must maintain continuous enrollment until the dissertation is completed.
- Extenuating circumstances for not being continuously enrolled will be considered on an individual basis

*Doctoral Sub-Core will be completed while enrolled in the doctoral program. The Doctoral Sub-Core is required of those who are entering the program that do not have Intro to Statistics and 6 hours of electives at the 5000 or 6000 master's level.-

** Semester 11 is if the ProQuest deadline is not met in Semester 10. Continuous enrollment is policy until graduation.

3 Years + 1 Semester (3.5 years)

Cohort 15 Conditional Admit
Ed.D. Program Outline – Beginning Fall 2024

<u>**Fall 2024 – Sub Doctoral Hours**</u>
— **ELFN 6773 Intro to Statistics (This is a pre-req for all Statistics courses)**
— 6 hours of electives at the 5000 or 6000 Masters Level (a list will be provided)

<u>**Doctoral Leadership Core**</u> **(Semester-Hours)**

<u>**Spring 2025**</u>
— RMTH 7783 Advanced Educational Statistics   3
— RMTH 8773 Educational Research and Evaluation   3

<u>**Summer 2025**</u>
— RMTH 8783 Qualitative Research & Evaluation   3
— RMTH 7773 Advanced Educational Research   3
— DSRT 8501 Dissertation I – Prospectus   1

<u>**Fall 2025**</u>
— ELAD 8043 Advanced Organizational Theory & Inquiry   3
— ELCI 8213 Curriculum and Instruction   3
— DSRT 8521 Dissertation III: Chapter 2 Part 1   1

— <u>**Spring 2026**</u>
— ELAD 8253 Education Policy and the Law (P-12)   3
— ELAD 8313 Educational Leadership Practices   3
— DSRT 8531 Dissertation IV: Chapter 2 Part 2   1

<u>**Summer 2026**</u>
— ELFN 8763 Socio-Cultural Foundations of Education   3
— ELAD 8343 Comparative Education   3
— DSRT 8511 Dissertation II: Chapter 1 Approval   1

<u>**Fall 2026**</u>
— ELAD 8203 Politics of Education   3
--- ELAD 8333 Organizational Development in Education (P-12)   3
— DSRT 8531 Dissertation V: Chapter 3 part 1   1
Leadership Core Exam

<u>**Spring 2027**</u>
--- DSRT 8541 Dissertation VI: Chapter 3 Approval   1
Proposal Approved
IRB Approval

<u>**Summer 2027**</u>
— DSRT 8613 Dissertation VII: Chapter Four Data Collection   3

<u>**Fall 2027**</u>
--- DSRT 8623 Dissertation VIII: Chapter Four Data Analysis   3

<u>**Spring 2028**</u>
--- DSRT 8633 Dissertation IV: Chapter Five – Final Defense and ProQuest   3

<u>Summer **2028**</u>
ELAD 889V - Dissertation   1
If ProQuest deadline is not met an extra hour of enrollment next semester will

be required Graduation. (Participation in Graduation and Graduation date is pending ProQuest Approval)

Incomplete Courses
If a candidate received an incomplete for a dissertation course, they will be required to stop the cohort they are in and take ELAD 880V Doctoral Research course at their own expense to meet the requirements of the Incomplete grade.
Graduation (Graduation date is pending ProQuest Approval)

Doctoral Core Total   **51**
  Dissertation
- Candidates must maintain continuous enrollment until the dissertation is completed.
- Extenuating circumstances for not being continuously enrolled will be considered on an individual basis.

** Semester 11 is if the ProQuest deadline is not met in Semester 10. Continuous enrollment is policy until graduation.

3 Years + 1 Semester (3.5 years)

Cohort HE 8 Unconditional Admitted
Ed.D. Program Outline – Beginning Fall 2024

Doctoral Leadership Core (Semester-Hours)

Fall 2024
— RMTH 7783 Advanced Educational Statistics | 3
— RMTH 8773 Educational Research and Evaluation | 3

Spring 2025
— RMTH 8783 Qualitative Research & Evaluation | 3
— RMTH 7773 Advanced Educational Research | 3
— DSRT 8501 Dissertation I – Prospectus | 1

Summer 2025
— ELAD 8043 Advanced Organizational Theory & Inquiry | 3
— HIED 8213 Higher Education Teaching | 3
— DSRT 8521 Dissertation III: Chapter 2 Part 1 | 1

Fall 2025
— HIED 8253 Higher Education Policy and Law | 3
— HIED 8313 Higher Education Leadership | 3
— DSRT 8531 Dissertation IV: Chapter 2 Part 2 | 1

Spring 2026
— ELFN 8763 Socio-Cultural Foundations of Education | 3
— HIED 8203 Higher Education Assessment & Accreditation | 3
— DSRT 8511 Dissertation II: Chapter 1 Approval | 1

— **Summer 2026**
— HIED 8343 Higher Education Finance | 3
--- HIED 8333 Organizational Change in Higher Education | 3
— DSRT 8531 Dissertation V: Chapter 3 part 1 | 1
Leadership Core Exam

Fall 2026
--- DSRT 8541 Dissertation VI: Chapter 3 Approval | 1
Proposal Approved
IRB Approval

Spring 2027
— DSRT 8613 Dissertation VII: Chapter Four Data Collection | 3

Summer 2027
--- DSRT 8623 Dissertation VIII: Chapter Four Data Analysis | 3

Fall 2027
--- DSRT 8633 Dissertation IV: Chapter Five – Final Defense and ProQuest | 3

Spring 2028
— **ELAD 889V** | **1**
If ProQuest deadline is not met an extra hour of enrollment next semester will
be required Graduation. (Participation in Graduation and Graduation date is pending ProQuest Approval)

Incomplete Courses
If a candidate received an incomplete for a dissertation course, they will be required to stop the cohort they are in and take ELAD 880V Doctoral Research course at their own expense to meet the requirements of the Incomplete grade.
Graduation (Graduation date is pending ProQuest Approval)

Doctoral Core Total 51

<u>**Dissertation**</u>
- Candidates must maintain continuous enrollment until the dissertation is completed.
- Extenuating circumstances for not being continuously enrolled will be considered on an individual basis

** Semester 11 is if the ProQuest deadline is not met in Semester 10. Continuous enrollment is policy until graduation.

3 Years + 1 Semester (3.5 years)

Cohort HE 8 Conditional Admit
Ed.D. Program Outline – Beginning Fall 2024

Fall 2024 Sub Doctoral Courses
— **ELFN 6773 Intro to Statistics (This is a pre-req for all Statistics courses)**
— 6 hours of electives at the 5000 or 6000 Masters Level (a list will be provided)

Doctoral Leadership Core (Semester-Hours)

Spring 2025

—	RMTH 7783 Advanced Educational Statistics	3
—	RMTH 8773 Educational Research and Evaluation	3

Summer 2025

—	RMTH 8783 Qualitative Research & Evaluation	3
—	RMTH 7773 Advanced Educational Research	3
—	DSRT 8501 Dissertation I – Prospectus	1

Fall 2025

—	ELAD 8043 Advanced Organizational Theory & Inquiry	3
—	HIED 8213 Higher Education Teaching	3
—	DSRT 8521 Dissertation III: Chapter 2 Part 1	1

Spring 2026

—	HIED 8253 Higher Education Policy and Law	3
—	HIED 8313 Higher Education Leadership	3
—	DSRT 8531 Dissertation IV: Chapter 2 Part 2	1

Summer 2026

—	ELFN 8763 Socio-Cultural Foundations of Education	3
—	HIED 8203 Higher Education Assessment & Accreditation	3
—	DSRT 8511 Dissertation II: Chapter 1 Approval	1

Fall 2026

—	HIED 8343 Higher Education Finance	3
---	HIED 8333 Organizational Change in Higher Education	3
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	IRB Approval	

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Fall 2027

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Spring 2028

---	DSRT 8633 Dissertation IV: Chapter Five – Final Defense and ProQuest	3

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If a candidate received an incomplete for a dissertation course, they will be required to stop the cohort they are

in and take ELAD 880V Doctoral Research course at their own expense to meet the requirements of the Incomplete grade.
Graduation (Graduation date is pending ProQuest Approval)

Doctoral Core Total   **51**
<u>Dissertation</u>
- Candidates must maintain continuous enrollment until the dissertation is completed.
- Extenuating circumstances for not being continuously enrolled will be considered on an individual basis

** Semester 11 is if the ProQuest deadline is not met in Semester 10. Continuous enrollment is policy until graduation.

3 Years + 1 Semester (3.5 years)

K. Minimum Grade Requirements

Students enrolled in the Ed.D. program may not have more than one "C" in their doctoral core: more than one "C" will result in dismissal from the program. A grade of "F" in the doctoral program will result in dismissal from the program. Students who are dismissed from the program may reapply following graduate school criteria: https://catalog.astate.edu/content.php?catoid=10&navoid=295&hl=Minimum+grade&returnto=search#readmission-of-suspended-students.

L. Continuous Enrollment

Doctoral students who do not maintain continuous enrollment in the doctoral program will result in dismissal from the program.

M. Dissertation I: Prospectus

The Prospectus course begins the dissertation work. This course is taught by your dissertation mentor. A key component of this course will be the development of a working relationship with your dissertation mentor. During the course, you will explore all aspects of creating a dissertation and work with your mentor to begin to craft a dissertation project that contributes to the profession. The course will help you identify the core components of a dissertation project through the development of a dissertation prospectus.

N. Dissertation II: Chapter 1

Chapter 1 meeting will be the first time you meet with your mentor and chair to discuss your topic, research questions, prospectus, and chapter 1 and how it is all put together. Chapter 1is significant in that it becomes a contract between the student and committee. Chapter 1 of the dissertation proposal will be completed by the end of the 3rd

semester in the program. Chapter 1 will be submitted to the student's dissertation mentor at the end of Dissertation II. The mentor will subsequently disseminate the documents to the dissertation chair. The Dissertation chair will have two weeks to read and provide feedback to the student regarding the chapter. Any significant changes or deviation in Chapter 1 will require committee approval. See Template for further instructions to complete.

O. Dissertation III: Chapter 2 Literature Review

The literature review aims to provide a foundation of knowledge on the research topic. During the literature review, identify areas of prior scholarship to prevent duplication and give credit to other researchers. Inconstancies or gaps in research, conflicts in previous studies, and open questions left from other researchers should be discussed. See Template for further instructions to complete.

P. Dissertation V: Chapter 3

By the end of the seventh semester the dissertation proposal should be completed and submitted to the Dissertation Committee. The dissertation proposal will describe the student's intended research and must describe the background and status of the student's research problem. The more accurate, complete, and detailed the proposal, the easier it will be to complete the dissertation. The format that is typically followed for an empirical research problem contains eight parts as represented below.

1. Proposal Format

    a. Dissertation I: Prospectus – Supervised development and composition of the dissertation prospectus.

    b. Dissertation III: Chapter Two – Supervised composition of

the dissertation literature review.

    c. Dissertation IV: Chapter Two Approval – Finalization and approval of dissertation literature review.

    d. Dissertation II: Chapter One – Supervised composition of the dissertation introduction.

    e. Dissertation V: Chapter Three - Supervised composition of dissertation methodology.

    f. Dissertation VI: Chapter Three Approval – Final defense and approval of the dissertation proposal.

    g. Appendix: The Appendix will contain questionnaires or other instruments used to gather data for the purpose of conducting the research.

    h. References: All sources cited in the proposal will be included in the reference list.

Dissertations that require the use of a mixed methods approach to inquiry typically require additional research courses and additional time for completion than those dissertations that utilize a qualitative or quantitative approach. Dissertations employing mixed methods typically lead to a longer dissertation process, making it impossible for a student to complete the program in the minimum 3.5 years advertised. In such situations, it is expected that the student will confer with their dissertation committee and methodologist to establish understandings about the ideal method of inquiry for the dissertation and the time to completion.

1. Timing of Dissertation Proposal Defense: A final draft of the dissertation proposal must be submitted to the Dissertation

Committee at least two weeks before the dissertation proposal defense. The proposal defense can only occur after successfully completing the leadership core examination.

2. Policies Related to Dissertation Proposal: The proposal defense will be open to the student's three-member dissertation committee, and invited guests.

    a. The mentors will schedule the required oral defense. The dissertation committee will receive the proposal at least 2 weeks in advance of the defense. Data collection may proceed only with unanimous approval of the three-member dissertation committee and Institutional Review Board (IRB). Students must complete CITI training and submit required documentation to be considered for IRB approval. Guidelines will be provided in Dissertation II.

    b. Any researcher at Arkansas State University (A-State) who collects data on human subjects must follow the ethical guidelines for human-subjects research established in accordance with Federal law by the IRB. Complete information about the IRB process may be accessed through the following website: https://www.astate.edu/a/ortt/research-compliance/compliance-committees/institutional-review-board/.

    c. Animal, Human Subjects, Radiation, Biohazardous Materials and Lasers: Numerous federal and state regulations must be followed if using animals, humans, radiation, lasers, or biohazardous materials, including

recombinant DNA, in research or teaching. The Institutional Animal Care and Use Committee (IACUC), Institutional Review Board (IRB), Radiation Safety, and Institutional Biosafety Committee (IBC) have responsibility of approving research protocols involving animals, human subjects, radioactive isotopes, and biohazardous materials, respectively. Protocols detailing the use of these subjects or material must be approved by the appropriate committee before the research can begin.

d. The University currently does not require submission of a protocol prior to using high-powered lasers. Nevertheless, laser users must participate in Laser Safety Institute training prior to project onset. Laser use is also subject to the review of the campus-designated Laser Safety Officer. For additional information, please review the Governing Principles for each of the foregoing subject areas at: https://www.astate.edu/a/ortt/research-compliance/.

e. The student is required to submit and defend the dissertation proposal during the 7th semester of the program. Students may not continue to semester 8 of the program until the dissertation proposal is successfully completed and approved by the dissertation committee and IRB.

f. After the student has successfully defended the dissertation proposal (Chapter 1-3), the student will complete dissertation chapters 4 & 5 in semesters 8-10 of the program.

In addition to specific questions about the proposal, the committee may explore other topics such as knowledge gained from

coursework, seminars, and current literature or other matters of timely interest to educational leadership. Possible outcomes of the proposal defense are i) Pass, or ii) pass with conditions, or iii) fail. If a student fails the defense portion, it will result in dismissal from the Ed.D. program. The dissertation proposal cannot be approved unless the dissertation committee has had the proposal for at least two weeks for review.

Q. Advancement to Ed.D. Candidacy

By the beginning of the 7th semester, several program requirements should be successfully completed for advancement to Ed.D. Candidacy. These include the following:

1. Appointment of Dissertation Committee
2. Proposed Program of Study
3. Passing Leadership Core Examination
4. Passing the dissertation proposal defense
5. Completing the Ed.D. core course requirements

Approval by the dissertation chair and committee is when the student is recommended to candidacy status. Once researching candidacy, it is difficult for the student to change committee members. Only under extreme circumstances can a change in the Dissertation Chair occur and only with the permission of the Program Director.

R. Chapter 4 Data Collection

Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

S. Dissertation Defense

By the end of the 10th semester, the student is required to present the written dissertation to Dissertation Committee and hold the final public defense. The format of this defense is identical to that of the dissertation proposal defense.

1. Timing of Dissertation Defense: A completed draft of the dissertation must first be approved by the Dissertation chair before the dissertation is given to ALL committee members. The draft must be given to the Dissertation Committee a minimum of 14 days before the defense date. Mentors must notify the online coordinator of the dissertation defense a minimum of 2 weeks prior to defense.

2. Dissertation Defense: Each Ed.D. candidate will successfully present their dissertation to the committee. The defenses will be advertised through the *Daily Digest* so that members of the University community and public may attend.

3. Dissertation Committee: All members of the Dissertation Committee must be in attendance for the defense either in person or via zoom meeting. Arrangements will be made for the defense to be recorded and sent to the absent committee member.

4. Dissertation Publications: Each semester the Academic Affairs/Registrar's Office establishes a deadline for submission of completed dissertations to ProQuest. The dissertation cannot be submitted to ProQuest before the Dissertation Approval Form has been signed by the Dissertation Committee members, the Program Director and the Dean of the College of Education and Behavioral Sciences.

The dissertation must adhere to Arkansas State University's guidelines located here https://www.astate.edu/college/graduate-school/files/updated-td-guide-summer-24.pdf .

T. Time to Degree

The time allowed for completion of the doctoral degree is six (6) years from the first enrollment in the program, exclusive of time spent in the armed forces of the United States. Doctoral core courses completed outside of the six-year time frame cannot be used to satisfy degree requirements. The first six semesters are designed to complete the doctoral leadership core and begin the dissertation process. The last four semesters are designed to complete the dissertation. This doctoral program is designed to be completed in approximately 3.5 years minimum and maximum 6 years.

U. Submission of Dissertation

After acceptance of your dissertation by your committee, there are specific guidelines to follow for submitting your dissertation online. Doctoral candidates must follow these steps to submit their dissertations electronically:

1. Create an account on the UMI submissions site: https://www.etdadmin.com/main/home?siteId=197.

2. Convert the dissertation document to a PDF file (you can use the UMI submission site converter up to five times. This converter can convert Word or RTF files up to 100 MB. If converted properly, the conversion to PDF format should not affect the quality of the original document)

3. Agree to the ProQuest/UMI publishing agreement.

4. Upload the PDF file and any supplemental files (acceptable file

formats for supplemental files can be found on the UMI requirements page. Although the UMI submission site discusses mailing in documents with large supplementary files on CD-ROM, A-State will not accept submissions in this manner).

5. Choose whether UMI should file a personal copyright for the dissertation. Keep in mind that there is a charge to copyright.

6. The university has a standing order with UMI for three hardcover 8 X 11 copies. ELCSE request that students order three copies (Library, Advisor, and Student). The books will be delivered to ELCSE, and the advisor will be notified that the books are ready to be picked up. Students' copies are mailed directly to them from ProQuest.

   Fees for publishing services (see UMI/ProQuest's website for latest updated costs; amounts are subject to change)

   Traditional publishing*   no cost
   Open-access publishing* $95
   Copyright Service $55
   Three required copies $172

   *Choosing between Open Access and Traditional Publishing
   Open Access: Freely available through ProQuest/UMI for viewing or downloading by anyone with access to the internet. Traditional Publishing: The author contracts with the publisher (ProQuest/UMI) to reproduce, distribute and sell copies of the work; the publisher pays the author a certain portion of the revenue (royalty).

7. ProQuest Approval is required to be eligible for graduation.

V. Preparation for Graduation

During registration for the semester of intended graduation the following tasks must be completed:

1. File the Intent to Graduate Form online by the end of the first full week of school (first summer session for August graduation).

2. Pay Graduation Fee ($45.00) at the beginning of the semester you intend to graduate. This fee is paid through A-State Self Service Banner. CAUTION: Should you not graduate during the semester for which the fee is assessed, the fee is forfeited to the university, and you will be required to pay the fee again if you graduate in a different semester. Once your fee is paid, you will be contacted via email about graduation and information regarding ordering your regalia.

3. Students will be given the option to walk at the Graduation ceremony. The diploma will be mailed to the student once final grades are in and verified.

4. ProQuest approval is required to be eligible for graduation.

W. A-State Policy

All students enrolled at Arkansas State University have access to the A-State Student Handbook at the following web address: https://www.astate.edu/dA/26121e2b3a/fileAsset/student-handbook.pdf . This handbook provides complete details of all policies and procedures in effect at A-State.

X. Faculty Role

1. Serve as intellectual and professional mentors to their graduate students, by:

   a. Helping students develop field, writing, oral, quantitative,

qualitative, or other relevant professional skills required by the discipline.

b. Helping more advanced students design research programs that take advantage of their individual interests and strengths and that can be completed in a timely manner.

c. Encouraging, by example and precept, a dedication to high quality teaching.

d. Encouraging faculty-graduate student collaborations which entail the sharing of authorship or rights to intellectual property developed in research or other creative activity.

e. Encouraging students to be open about any problems in their working relationships (including the relationship with the advisor) and being open to making accommodations to deal with such problems.

f. Providing students with evaluation of their progress and performance in regular and informative ways.

g. Guiding the student to prioritize their duties in a manner that ensures continuous progress and timely accomplishment of the research project during the program.

h. Supervising student progress and providing candid advice when their performance or lack of progress might prevent them from attaining their degree in a timely manner.

i. Communicating all specific policies and the consequences if those policies are not followed.

2. Be knowledgeable concerning the academic and non-academic policies that pertain to graduate students including:

a. Helping students understand the requirements and timetable

that each must meet, including coursework, research tools, specific research responsibilities, examinations, and dissertation.

b. Discussing departmental, program, or university authorship policy with graduate students in advance of entering collaborative projects.

c. Drawing the student's attention to university policies on Intellectual Property, Environmental Health and Safety, Scientific Misconduct, the Honor Code, and requiring that policies are followed.

3. Prepare students to be competitive for employment, by:

a. Promoting free inquiry and the free exchange of information, subject to the University's policies regarding secrecy and confidentiality of research.

b. Acknowledging student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.

c. Encouraging graduate students to participate in professional meetings, perform or display their work in public settings, and publish results of their research.

d. Providing a realistic view of the field and the current job market and making use of professional contacts for the benefit of their students.

4. Maintain a high level of professionalism, including:

a. Excusing themselves from participating in committee decisions regarding any student with whom they have a relationship could result in a conflict of interest.

b. Never impeding a graduate student's progress toward a degree or toward employment to benefit from the student's proficiency.

c. Interacting with students, staff, and faculty colleagues in a professional and civil manner, and in accordance with university policies.

Y.   The Ed.D. Online Coordinator's Role

1. Introduce new graduate students to the policies, practices, and resources of the Ed.D. Program by means of emails and websites.

2. Provide students with written documentation of registration and scheduling information.

3. Assist students in enrolling in courses that require creation of new course codes and advisor approval.

SECTION III P-12 Program Learning Outcomes

Students graduating from the Educational Leadership Doctoral Program have many career opportunities available to them: private industry, educational institutions, educational consulting, and government agencies. Our graduates are well prepared in the domain of scientific research, but also in grant proposal writing, communication, networking, and educational leadership skills.

P-12 Track has five program-level student learning outcomes.

1. PLO1: Understand, analyze, and reflect critically upon contemporary educational leadership practices from a variety of conceptual frameworks;

2. PLO2: Understand the environment within which educational leadership operates;

3. PLO3: Understand the responsibilities required in organizational leadership.

4. PLO4: Critically analyze and evaluate educational settings for diverse learners.

5. PLO5: Interpret, apply, and conduct educational research.

SECTION IV. Higher Education Track Program Learning Outcomes

1. PLO1: Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism. (Communication, Leadership)

2. PLO2: Locate, interpret, and assess relevant educational research and apply it to both practice and the design and conduct of research. (Research)

3. PLO3: Articulate strategies to effectively lead higher education institutions. (Leadership)

4. PLO4: Demonstrate and understanding of the administration of colleges and universities in modern-day America, including the roles and functions of the major administrative units and the interests key stakeholders. (Content Expertise)

5. PLO5: Apply critical thinking and analytical methods to management problems in higher education. (Critical Thinking)

SECTION V. P12 Leadership Course Offerings

DSRT 8501 Dissertation I: Prospectus – Supervise development and composition of the dissertation prospectus.

DSRT 8511 Dissertation II: Chapter One – Supervised composition of the dissertation introduction. Prerequisite, DSRT 8501.

DSRT 8521 Dissertation IV: Chapter Two – Supervised composition of the dissertation literature review. Prerequisite, DSRT 8511.

DSRT 8531 Dissertation IV: Chapter Two Approval – Finalizing and approval of Chapter Two literature review. Prerequisite, DSRT 8521.

DSRT 8532 Dissertation V: Chapter Three part 1 – Supervised composition of the dissertation methodology. Prerequisite, DSRT 8531.

DSRT 8541 Dissertation VI: Chapter Three part 2 – Approval of dissertation proposal and preparation to defend proposal. Prerequisite, DSRT 8532.

DSRT 8613 Dissertation VII: Chapter Four Data Collection – Supervised data collection for the dissertation. Prerequisite, DSRT 8541.

DSRT 8623 Dissertation VIII: Chapter Four Data Analysis – Supervised data analysis and composition of the dissertation results. Prerequisite, DSRT 8613.

DSRT 8633 Dissertation IX: Chapter Five – Supervised composition of the dissertation conclusions. Prerequisite, DSRT 8623.

ELAD 8043 Advanced Organizational Theory and Inquiry - An examination of the theoretical assertions and empirical knowledge claims regarding the behavior of organizations with emphasis on implications of recent developments for leadership practice. Prerequisites, Admission to doctoral program.

ELAD 8203 Politics of Education - This course explores the political perspective of school administration and provides the practitioners with strategies and realizations critical to being a successful political influence in schooling. Prerequisites: Admission to doctoral program.

ELAD 8253 Educational Policy and Law - A study of the relationship of law and policy, and legal decision and educational practice. Among

issues addressed are the relationship be-tween schooling and the state, the nature and scope of students' and teachers' substantive and procedural rights, and the many meanings of educational opportunity. Emphasis is given to con-sideration of the tension among political, professional, and legal authority at the local level and the distinctive policy role of the federal government.

Prerequisites: ELAD 6073 and admission to doctoral program.

ELAD 8313 Educational Leadership Practices I - A study of the profes-sional applications of theoretical and empirically based leadership practices with specific applica-tion to administration of educational institutions. Prerequisites: Admission to doctoral program.

ELAD 8333 Organization Development in Education - Application of research and practice to problems of change and innovation in education. Assessment and intervention strategies for school improvement efforts will be examined. Prerequisites: Admission to doctoral program.

ELAD 8343 Comparative Education - A study of international education with a focus on acquir-ing knowledge associated with global education practices and their implications in a rapidly chang-ing society. This course is restricted to students in the educational leadership doctorate program (Ph.D. & Ed.D.).

ELCI 8213 Curriculum and Instruction - This course is a reflective analy-sis of school curriculum, grades P-12 Presentations and discussion will focus on the four pre-vailing curriculum conceptions: Humanistic, societal, technological, and academic. Prerequisites: Admission to doctoral program Educational Leadership.

ELFN 8763 Socio Cultural Issues of Education - This course examines educational ideas, concepts, and issues as it describes the

social, political, and economic issues and trends related to schools in a pluralistic society. Prerequisites: admission to doctoral program.

RMTH 7773 Advanced Research Methods - An advanced study of the methodology of research including quantitative and qualitative procedures.

RMTH 7783 Advanced Qualitative Methods - A study of inferential statistics utilizing para-metric and nonparametric procedures. Prerequisites: ELFN 6773 or equivalent.

RMTH 8773 Doctoral Seminar: Research and Evaluation - A study of research designs to provide students with the opportunity to relate, integrate, and synthesize the research processes. Prerequisites: Admission to doctoral program.

RMTH 8783 Qualitative Research and Evaluation - Study of the theoretical, conceptual, and methodological aspects of research and evaluation methods derived from traditions of qualitative methodological inquiry. Prerequisites: ELFN 6773, RMTH 7773 and RMTH 7783, and admission to doctoral program.

SECTION VI: Higher Education Leadership Course Offerings

DSRT 8501 Dissertation I: Prospectus – Supervise development and composition of the dissertation prospectus.

DSRT 8511 Dissertation II: Chapter One – Supervised composition of the dissertation introduction. Prerequisite, DSRT 8501.

DSRT 8521 Dissertation IV: Chapter Two – Supervised composition of the dissertation literature review. Prerequisite, DSRT 8511.

DSRT 8531 Dissertation IV: Chapter Two Approval – Finalizing and approval of Chapter Two literature review. Prerequisite, DSRT 8521.

DSRT 8532 Dissertation V: Chapter Three part 1 – Supervised composition of the dissertation methodology. Prerequisite, DSRT 8531.

DSRT 8541 Dissertation VI: Chapter Three part 2 – Approval of dissertation proposal and preparation to defend proposal. Prerequisite, DSRT 8532.

DSRT 8613 Dissertation VII: **Chapter Four Data Collection** – Supervised data collection for the dissertation. Prerequisite, DSRT 8541.

DSRT 8623 Dissertation VIII: Chapter Four Data Analysis – Supervised data analysis and composition of the dissertation results. Prerequisite, DSRT 8613.

DSRT 8633 Dissertation IX: Chapter Five – Supervised composition of the dissertation conclusions. Prerequisite, DSRT 8623.

ELAD 8043 Advanced Organizational Theory and Inquiry - An examination of the theoretical assertions and empirical knowledge claims regarding the behavior of organizations with emphasis on implications of recent developments for leadership practice. Prerequisites, Admission to doctoral program.

HIED 8203 Higher Education Assessment and Accreditation - The course explores assessment programs and research that informs planning and results in measurable improvements for students. The course will also explore how assessment can align programs with the goals and values of the institution, while satisfying accreditation requirements.

HIED 8213 Teaching in Higher Education - The course is designed to focus on pedagogy, design, professional communication, and language and culture, challenging students to analyze teaching practices to ensure better alignment with discipline, personality, and context.

HIED 8253 Higher Education Policy and Law - This course

familiarizes students with statutory and case law that have implications for higher education administrators and policy makers with emphasis on such areas as employment, including affirmative action, dismissal, contracts, tenure, civil rights, due process, and student rights.

HIED 8333 Organizational Change in Higher Education - The purpose of this course is to broaden knowledge of higher education institutions as dynamic systems within continually changing contexts.

HIED 8343 Higher Education Finance - This course will introduce the concepts, theories, and fiscal practices of higher education budget and finance, and offer numerous opportunities for the analysis, testing, and consideration of financial decision-making and the impact of such decision making on higher education.

RMTH 7773 Advanced Research Methods - An advanced study of the methodology of research including quantitative and qualitative procedures.

RMTH 7783 Advanced Qualitative Methods - A study of inferential statistics utilizing para-metric and nonparametric procedures. Prerequisites: ELFN 6773 or equivalent.

RMTH 8773 Doctoral Seminar: Research and Evaluation - A study of research designs to provide students with the opportunity to relate, integrate, and synthesize the research processes. Prerequisites: Admission to doctoral program.

RMTH 8783 Qualitative Research and Evaluation - Study of the theoretical, conceptual, and methodological aspects of research and evaluation methods derived from traditions of qualitative methodological inquiry. Prerequisites: ELFN 6773, RMTH 7773 and RMTH 7783, and admission to doctoral program.

APPENDICES

Appendix A

Dr. Eugene W. Smith
Research Fellowship
APPLICATION GUIDELINES

CRITERIA FOR THE FELLOWSHIP
The A-State Foundation shall designate and identify the endowment fund as the Dr.
Eugene W. Smith Research Fellowship at Arkansas State University with the purpose of
the fund being to assist deserving students who are pursuing a doctoral degree in
educational leadership at Arkansas State University.

APPLICATION PROCESS
1. Students may apply for the scholarship upon completion of the dissertation
proposal. Any doctoral student who has completed the proposal but has not
finished the dissertation is eligible for this fellowship.
2. For consideration, the student must submit:
   A. a copy of their dissertation proposal complete with
   signatures of the committee members;
   B. a written rationale/justification for requesting the fellowship.
   C. an itemized budget detailing expenses related to the research,
   for example editing expense, participation incentives, travel
   involved in data collection, software etc.; and
   D. a description of the methodology which includes: 1)
   intermediate steps and 2) timelines leading to the completion of
   the dissertation (this section should not be longer than one page
   in length).

CONDITIONS

    1. The **deadline for submitting is March 1** with the final selection made by
April 1 of each year.

    2. The selection of the recipient(s) will be made through the collective judgment of the Center for Excellence in Education faculty using a formalized rating process to estimate the chances for completion.

    3. The ASU Foundation will issue a check directly to the student(s) selected for this award. The fellowship amount varies yearly but is usually in the range of $2000-$2300 and can be divided between several applicants or awarded to one applicant. Federal law requires that a 1099 be issued the following year for tax purposes.

    4. The Eugene W. Smith Research Fellowship is a one-time award. Students who have received a stipend from this Fellowship are not eligible for a second round of funding.

    5. All application materials should be submitted to:

<div align="center">

Eugene W. Smith Research Fellowship

https://astate.qualtrics.com/jfe/form/SV_8bRVS5ch70M73Ku

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