<u>Arkansas State University</u>

Jonesboro, Arkansas

Doctor of Education Degree (Ed. D.)
In Educational Leadership
   Student Handbook
   2022-2023

The College of Education
is accredited by:
Council for the Accreditation of Educator Preparation (CAEP)
and
Higher Learning Commission
(HLC)

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

Center for Excellence in Education
Telephone: 870-680-4116 or 870-972-3943
Email: onlineedd@astate.edu

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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. We are excited that you have selected our program in Educational Leadership (EdD). 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 EdD program. However, experience has taught us that questions and problems will arise. Your professors, program coordinator and dissertation mentors 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,

Annette R. Hux, EdD

Interim Director, Center for Excellence in Education

PREFACE

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

SECTION I. Getting Started and Knowing the Rules

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

A. Center for Excellence in Education (CEE)

The CEE Program office is located within the Educational Leadership building room 218. From time to time it will be necessary to file various forms requiring the approval of the Director ofthe 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 e-mail 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. Course Drop/Withdrawal During Scheduled Refund Period: - Students may drop a course on-line in the same manner they registered for the course by clicking on 'drop' beside the correct CRN number unless it is their last course in a semester in that case you will need to email astateonline@astate.edu to drop. Students may drop a course and receive a refund according to the schedule below.

Refund Rate	15-Week Courses	7- Week Courses	5- Week Courses
100%	1st 5-days (days 1-5)	1st 2-days (days 1-2)	1st 2-days (days 1-2)
75%	2nd 5-days (days 6-10)	2nd 2-days (days 3-4)	2nd 2-days (days 3-4)

Business days are used for the refund schedule.

2.   If a student is unable to process the drop online through self-service, then an email must be sent from the student's Arkansas State University student email address the A-State Online Services Registration Team at astateonline@astate.edu no later than 11:59:59 p.m. on the day according to the refund schedule above.

3.   Course Drop/Withdrawal with Financial Obligations

Students may continue to drop their course until the last day-to-drop a course, but will have the full financial obligation of the course and will not receive a refund. Students will have to pay additional tuition when they attempt the course again in the future.

4.   Course Drop Deadline

Students may drop 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. The Last day-to-drop a course can be found here: degree.astate.edu/calendar.aspx.

If the student is unable to process the drop online through self-service, then an email must be sent from the student's Arkansas State University student email address to the A-State Online Services Registration Team at astateonline@astate.edu no later than 11:59:59 p.m. on the last day-to-drop a course. Students who drop a course after the first day of class up until the last day-to drop, will receive a grade of 'W'.
 course again in the future.

C. Course Access

Courses must be paid for in full by payment deadline. Payment deadlines are scheduled before the start of courses and can be found here: degree.astate.edu/calendar.aspx - A-State Online Students are not eligible for university payment plans.

Students will have access to the course on the Monday prior to the week of the course start date (Pre-Release week). Students will not be allowed to begin their course until it is paid. Even if the financial aid process is in progress. 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. 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 grade 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. - WNs can only be assigned for students who have never accessed a Blackboard course after the start date. Students who have accessed a Blackboard 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 are responsible for dropping/withdrawing from all classes they are not attending. 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 a 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.

E. 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 Academic Calendar found on the A-State Online website at -

degree.astate.edu/calendar.aspx

F. Incomplete Grades

Incomplete Grades can only be assigned by the instructor. The Incomplete Grade (I Grade) must be changed no later than 60 calendar days from the submission of the incomplete grade. Students who do not complete the work in the 60-day time period will receive an F in the course.

G. Course Load

Term	Course Load
5 week courses (summer only)	2 courses per 5-week term
7 week courses (spring and fall)	2 courses per 7-week term

H. Final Grading Policy

Final grades will be available on the student's transcript within 2 weeks after the course ends. Once grades are available, an email will be sent to the student's ASU email account with instructions on ordering a transcript. - 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. Incorrect/Grade Change - Students who feel the grade received on a course is incorrect or does not match the grade shown in blackboard 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.

I.   Student Conduct

You are responsible for abiding by the Student Conduct Code in the Student Handbook which canbe accessed on-line at https://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot

J.   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.

All students are responsible for maintaining their current address, email address and phone number with the Office of Admissions, Records and Registration. It is also the student's responsibility to frequently monitor campus e-mail and the university web site, as these electronic means of communication are the university's most effective and efficient ways to disseminate important information to the campus community. Campus e-mail is the primary means of communication from the Office of Student Conduct; appearance notifications, hearing notifications and decision notifications will be sent to the student's A-State email address.

K.   Fee Statements

Student account balances are provided to the student online through the Banner system. Students are responsible for ensuring that their tuition and fees are paidin full in accordance with University deadlines.

L.   Plagiarism

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

Remember that plagiarism is NOT simply the unattributed, verbatim quoting of published work. In fact, the definition is considerably broader. Rather, plagiarism is the act of presenting someone else's ideas or data without acknowledgment. It is not sufficient simply to paraphrase. This is not to say that you must never paraphrase. You may, as long as you do so with appropriate attribution. Direct quotes of more than two or three words should include quotation marks. Whenever you draw on someone else's ideas, you must attribute your source. The above guidelines apply to all work, whether it is published or not. If your research results, whether published or not, draw upon work described in someone else's work, you must reference it. If it contains an idea that you heard expressed at a scientific meeting, you should seek that person's permission and then attribute it. The only exception is that you need not attribute facts that are so widespread as to be common knowledge.

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 result in a license, 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

Arkansas State University established the Center for Excellence in Education in 1992. The Center for Excellence in Education provides the following services:

1. An academic program for educational leaders to serve in local, state, regional, or national organizations that have education as an integral component;
2. Research and development inclusive of evaluative and consultative services to secondary, postsecondary, and other educational agencies.

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 Center for Excellence in 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 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/admission-criteria/

(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 for Excellence in Education;

(3) Approximately $22,400 in U.S. currency will be needed to finance the nine-month academic year plus the required summer session.

2. Admission Criteria

Full admission to the doctoral program is predicated on the following criteria:

(1) academic ability, (2) leadership experience, (3) research experience, (4) educational experience and (5) candidate recommendations. These criteria provide both the Center and the applicant with an indication of probable success in the program. Applicants must hold a master's degree.

3. Application Deadlines

Summer - Application due May 1

Fall – Application due August 1

Spring – Applications due December 1

4. Requirements for Admission Consideration

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

Submit to A-State Online Services (AOS):

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 within the application.

c. A two-page letter of interest describing how you are a good fit for our degree program.

d. Submit one of the following writing samples:

1) A two-page personal philosophy of leadership, citing three sources of reference;

OR

2) 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.

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

C. Financial Assistance

Loans are available to graduate students from a number of sources. These include the following: Federal National Direct Student Loan, Federal Unsubsidized Stafford Student Loan, and Federal Supplemental Loan for Students. Interested applicants should contact the A-State Online Services at astateonlinefinancialaid@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.

*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 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. Courses may be considered for transfer in the pre-doctoral core courses, but must have a grade no lower than a B.

E. Student Progression

The table below outlines the process which is discussed in more detail in the following paragraphs. Forms mentioned in this table are available on the Center for

Excellence website: https://www.astate.edu/college/education/departments/center-for-excellence-in-education/index.dot and from the CEE office.

EdD Program in Educational Leadership		
TIMELINE	EVENT	ACTION
By end of 1st semester	Select Research Topic	Complete topic form that will be e-mailed in part of term II of your 1st semester.
By beginning of Semester 2	1. Dissertation mentor and Dissertation Chair will be assigned. 2. Dissertation prospectus completed by the end of this course	Student will be placed in the dissertation prospectus course taught by their mentor.
By end of 3rd semester	1. Three-way Meeting – Chair, Mentor and Student	1. Approval of Chapter 1
By end of 6th semester	1. Dissertation Committee Formed 2. Leadership Core Exams given	1. Third person added to the committee. 2. Approximately 3 weeks to complete.
By end of 7th semester	1. Notification of Leadership Core Exam results 2. Defend Dissertation Proposal IRB Approval *If you are receiving financial aid, during the semesters where	1. Leadership Core Exam results submitted to the Office of the Registrar 2. Dissertation Proposal Approval submitted to Office of the Registrar 3. Once IRB Approved Data Collection can begin

	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 as they are aware of the situation and are prepared to offer additional solutions. 3. *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 as they are aware of the situation and are prepared to offer additional solutions.	
First week of 10th Semester	1. File Intent to Graduate form first week of semester you will graduate.	
By end of 10th semester	1. Defend Dissertation	2. Successful defense of Dissertation paperwork will be submitted to committee for signature and sent to the Office of the Registrar. 3. Submit completed Dissertation to ProQuest for publishing.

F.   Consequences of Insufficient Progress

The following actions will result in dismissal from the EdD Program. Students who are dismissed from the doctoral program may not reapply.

1. Earning 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 doctoral program may not reapply.

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

3. Failure to receive credit for a dissertation course.

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

5. Failure to successfully defend a Proposal or Dissertation.

6. Academic or Scientific misconduct.

7. 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 test the student's potential for success in the EdD 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. The table above outlines the process which is discussed in more detail in the following paragraphs.

G. EdD Key Concepts

1. EdD Dissertation Chair

   A student will be assigned a Dissertation Chair at the beginning of their second semester in the EdD program. The Dissertation Chair will often, but not always, be a member of the specialty area nearest to the student's research interests. The Dissertation Chair automatically becomes chair of the EdD Advisory Committee and assumes primary responsibility for advising the student on coursework and other academic matters

a. Changing a Dissertation Chair: 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 EdD Program Director before initiating the change. The student will then submit the [Request to Change Advisor](#) form. This form is available from the CEE website. Students are allowed to make one chair change through the life of their program.

2. EdD Advisory Committee

During semester 6, prior to taking qualifying examinations, your dissertation committee will be created. EdD Advisory 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 dissertation chair. The majority of faculty members making up the Advisory 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 Status, please contact the CEE Office). After consultation with the Dissertation Chair and with prospective Advisory Committee members, the Dissertation Committee form will be filed with the Office of the Registrar. The EdD Advisory Committee's responsibilities include, but are not limited to:

a. Ensuring that each student receives an appropriate range of learning experiences.

b. Review of performance in, course work, examinations, and research.

c. Recommendations to the EdD Program Committee regarding a student's progress.

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

1. Changes in the EdD Advisory Committee:

   To petition for a change in the membership of a EdD Advisory Committee, the student MUST gain approval of the EdD Program Director. Only one change to your committee may be made during the course of your program unless the department deems it necessary.

3. EdD 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.
   *Changing a research mentor 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 EdD Program Director before initiating the change.

H. EdD Program of Study

   The EdD Program of Study Form lists the courses that will be taken during the student's course of study as well as the other graduate courses used to account for the 90 hours beyond a bachelor's degree that are required to receive a doctorate. This

minimum number of semester hours must include 24 credits from the Doctoral Leadership Core and 27 credits of Doctoral Research and Dissertation Core.

All appropriate graduate credits as approved by the faculty from the master's and beyond may be applied to the Ed. D. Students must complete the doctoral core knowledge block and the dissertation (Dissertation I – VIII), which total 51 credits, plus the necessary prerequisites (doctoral sub-core).The program coordinator will create the program of study form and distribute to the student, dissertation chair, department chair, department dean and dean of graduate school for signatures before being placed in the student's records in the Office of the Registrar.

I.   EdD Qualifying Examination

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 EdD 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 program coordinator. If any portion of the exam is failed, a student will have a second attempt to repeat any failed portion of the Doctoral Leadership Core 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 has a number of recommended courses that 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 ELCSE On-Line Graduate Program Coordinator. When registration opens for each semester, students should follow the course sequence on the program outline on the following page to enroll in their next set of courses. Note – You may only be enrolled in one academic program at a time.

EDD Program Outline – Beginning Spring 2022
P-12 Administration Track

Doctoral Sub-Core Requirements

— Intro to Statistics

— 6 hours of electives at the 5000 or 6000 Masters Level

Doctoral Leadership Core (Semester-Hours)

   Semester 1 Spring 2022
— ELAD 8043 Advanced Organizational Theory & Inquiry   3
— ELCI 8213 Curriculum and Instruction   3

   Semester 2 Summer 2022
— ELFN 7783 Advanced Educational Statistics   3
— ELFN 8783 Qualitative Research & Evaluation   3
— ELAD 8501 Dissertation I: Prospectus   1

   Semester 3 Fall 2022
— ELAD 8313 Educational Leadership Practices   3
— ELAD 8253 Education Policy and the Law (P-12)   3
— ELAD 8511 Dissertation II: Chapter 1   1

   Semester 4 Spring 2023
— ELFN 8763 Socio-Cultural Foundations of Education   3
— ELAD 8343 Comparative Education   3
— ELAD 8521 Dissertation III: Chapter Two   1

   Semester 5 Summer 2023
— ELAD 8203 Politics of Education   3
— ELAD 8333 Organizational Development in Education (P-12)   3
— ELAD 8531 Dissertation IV: Chapter Two Approval   1

   Semester 6 Fall 2023
— ELFN 8773 Educational Research and Evaluation   3
— ELFN 7773 Advanced Educational Research   3
  Leadership Core Exam

   Semester 7 Spring 2024
— ELAD 8532 Dissertation V: Chapter 3   2**
  Proposal Approved
  IRB Approval

Semester 8 Summer 2024
__ ELAD 8613 Dissertation VI: Chapter Four Data Collection 3

Semester 9 Fall 2024
— ELAD 8623 Dissertation VII: Chapter Four Data Analysis 3

Semester 10 Spring 2025
— ELAD 8633 Dissertation VIII: Chapter Five 3
Final Defense: Graduation

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

*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.-

*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 as they are aware of the situation and are prepared to offer additional solutions.

**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 as they are aware of the situation and are prepared to offer additional solutions.

Minimum of 3 Years + 1 Semester (3.3 years) maximum of 8 years

Example: Start in Spring of 2022 – Graduate in Spring of 2025

Cohort 1
EDD Program Outline – Beginning Summer 2022
Higher Education Administration Track

Doctoral Sub-Core Requirements
— Intro to Statistics (This is a pre-req for all Statistics courses)
— 6 hours of electives at the 5000 or 6000 Masters Level

Doctoral Leadership Core (Semester-Hours)

Semester 1 Summer 2022
— ELAD 8043 Advanced Organizational Theory & Inquiry   3
— HIED 8213 Higher Education Teaching   3

Semester 2 Fall 2022
— ELFN 7783 Advanced Educational Statistics   3
— ELFN 8783 Qualitative Research & Evaluation   3
— ELAD 8501 Dissertation I: Prospectus   1

Semester 3 Spring 2023
— HIED 8313 Higher Education Leadership   3
— HIED 8253 Higher Education Policy and Law   3
— ELAD 8511 Dissertation II: Chapter 1   1

Semester 4 Summer 2023
— ELFN 8763 Socio-Cultural Foundations of Education   3
— HIED 8203 Higher Education Assessment & Accreditation   3
— ELAD 8521 Dissertation III: Chapter Two   1

Semester 5 Fall 2023
— HIED 8343 Higher Education Finance   3
— HIED 8333 Organizational Change in Higher Education   3
— ELAD 8531 Dissertation IV: Chapter Two Approval   1

Semester 6 Spring 2024
— ELFN 8773 Educational Research and Evaluation   3
— ELFN 7773 Advanced Educational Research   3
  Leadership Core Exam

Semester 7 Summer 2024
— ELAD 8532 Dissertation V: Chapter 3   2**
  Proposal Approved
  IRB Approval

<u>Semester 8 Fall 2024</u>
__   ELAD 8613 Dissertation VI: Chapter Four Data Collection   3

<u>Semester 9 Spring 2025</u>
—— ELAD 8623 Dissertation VII: Chapter Four Data Analysis   3

<u>Semester 10 Summer 2025</u>
—— ELAD 8633 Dissertation VIII: Chapter Five   3
       Final Defense: Graduation

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.-
*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 as they are aware of the situation and are prepared to offer additional solutions.

**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 as they are aware of the situation and are prepared to offer additional solutions.

Minimum of 3 Years + 1 Semester (3.3 years) maximum of 8 years

Example: Start in Spring of 2022 – Graduate in Spring of 2025

K.   Minimum Grade Requirements

Students enrolled in the Ed.D. program may not have more than one C in their pre-doctoral or 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 doctoral program may not reapply.

L.   Continuous Enrollment

Doctoral students must maintain continuous enrollment with their cohort through all 10 semesters of the program.

M.   Dissertation Chapter 1

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. Committee members will have two weeks to read and provide feedback to the student regarding the chapter. Chapter 1 is significant in that it becomes a contract between the student and committee. Any significant changes or deviation in Chapter 1 will require committee approval.

N.   Dissertation Proposal

By the end of the seventh semester the dissertation proposal should be completed and submitted to the EdD Committee. The dissertation proposal will describe the student's intended research and must describe the background and current 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 II: Chapter One - Supervised composition of the dissertation introduction.

c. Dissertation III: Chapter Two - Supervised composition of the dissertation literature review.

d. Dissertation IV: Chapter Two – Supervised composition of the dissertation literature review.

e. Dissertation V: Chapter Three - Supervised Composition of the dissertation methodology. Final defense and approval of the dissertation proposal.

f. Appendix: The Appendix will contain questionnaires or other instruments used to gather data for the purpose of carrying out the research.

g. 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 3.3 years advertised. In such situations, it is expected that the student will confer with their advisor, relevant literature, and the dissertation committee 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 seminar and defense. The proposal seminar and defense can only occur after successfully completing the qualifying examination. Students must get approval from ALL members of the committee that the defense can take place as scheduled prior to the actual defense. Plans for a doctoral candidate's dissertation defense must be submitted to the ELCSE Online Coordinator at least one week prior to

the date of the defense so that ASU's Daily Digest can publish the announcement of the defense to the university community.

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 two 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). Student must complete CITI training and submit required documentation in order 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: http://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 materials 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 http://www.astate.edu/a/ortt/research-compliance/guidance/index.dot.

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 candidate has successfully defended the dissertation proposal (Chapters 1-3), the student will complete chapters 4 & 5 of dissertation 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, the EdD Dissertation Committee will suggest a course of action to rectify any perceived deficiency. The dissertation proposal cannot be approved unless the Advisory Committee has had the proposal for at least two weeks for review. It should also be noted that if the Advisory Committee recommends a retake of the closed door, proposal defense examination, it will be scheduled by the chair in coordination with the committee members and student.

O.   Advancement to EdD Candidacy (defend proposal)

By the beginning of the 7th semester, a number of program requirements should be successfully completed for advancement to EdD Candidacy. These include the following:

1.   Appointment of Dissertation Advisory Committee

2.   Proposed Program of Study

3.   Passing qualifying examination

4.   Passing the dissertation proposal seminar and defense

5.   Completing the EdD core course requirements

The Dissertation Chair and the members of the Advisory Committee must recommend the student for advancement to candidacy status.

Once reaching candidacy, it is difficult for the student to change Research Advisors. Only under extreme circumstances can a change in an advisor occur and only with the permission of the Program Committee.

P.   Dissertation Defense

By the end of the 10th semester, the student is required to present the written dissertation to his or her EdD Advisory 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 be first approved by the Dissertation mentor before the dissertation is given to ALL committee members. The draft must be given to the Advisory Committee a minimum of 14 days before the defense date. Students must notify the CCE office of the dissertation defense a minimum of 2 weeks prior to the defense.

2.   Dissertation Defense: Each EdD candidate must successfully present their EdD dissertation to the public and the examination may include questions from the general audience. 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 EdD Advisory Committee must be in attendance for the Defense either in person or via zoom meeting. If a member cannot attend or participate, the CEE Program Office must be notified at least two weeks in advance of the member's

proxy. Questions provided by the absent member must be asked by the proxy, and answers recorded for review by the absent member.

4.   4.   Dissertation Publication: Each semester the Academic Affairs/Registrar's Office establishes a deadline for submission of completed dissertations. The dissertation cannot be submitted to ProQuest before the Dissertation Approval Form has been signed by the EdD Advisory Committee members, the CEE 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/guide-to-theses-and-dissertations-09-2017.pdf.

Q.   Time to Degree

The time allowed for completion of the doctoral degree is six (6) years from first enrollment in the program, exclusive of time spent in the armed forces of the United States. Graduate work completed outside of the eight-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 3.3 years minimum and maximum 6 years.

R.   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 submission site http://www.etdadmin.com/astate.

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 very large supplementary files on a CD-ROM, A-State will not accept submissions in this manner).

5. Choose whether or not 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, but this does not include a copy for the student. The CEE requests that students order three copies (Library, advisor, and student). The books will be delivered to the CEE 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).

S.   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 ($125.00) at the beginning of the semester you intend to graduate. Pay this fee in A-State Banner Self-Service. 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 during a different semester.

3. Once your fee is paid, you will be contacted via email about the graduation fair and information regarding ordering your regalia online. The $125.00 graduation fee includes gown and tam rental. You may purchase your regalia for an additional cost. Brown's Graduation Supply and Awards will be on campus during the semester for gown fittings and you may choose to purchase at this time.

4. Students will be given the option to walk at the Graduation ceremony; however, if final grades are not in at the time of Graduation, a diploma will not be distributed that day. The diploma will be mailed to the student once final grades are in and verified.

T.   Grievances

All students enrolled at Arkansas State University are provided free electronic access to the A-State Student Handbook at the beginning of each academic year at the following web address: https://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot This handbook provides complete details of all policies and procedures in effect at A-State. The academic grievance policy and all details necessary for filing a formal grievance are found in this handbook and should be followed. Please review that information and be familiar with the procedural mechanism associated with filinga grievance. Additional information pertaining to sexual harassment and the grievance proceduresfor resolving such disputes are also in this handbook.

If a conflict should arise between a graduate student and another member of the Graduate Program regarding a course, or a matter of research supervision, the

student should make every effort to resolve this with the party or parties involved. If the problem remains unsolvedat this level and it does not directly involve the Program Director, the student should consider the Program Director the next point of contact in resolving a grievance. If the issue is not resolvable by the student and Program Director or directly involves the Program Director, the student mayrequest a meeting with the chair of the department. In particular, grievances should be brought to the Director of the EdD Program, the Chair of the faculty members department, the Dean of the College of Educational Leadership and Behavioral Sciences, or Provost as appropriate to the problem. Issues irresolvable at the Program or College level will be brought to the Provost's Office.

U.   Faculty Advisors Role
   1. <u>Serve as intellectual and professional mentors to their graduate students, by:</u>
      - Helping students develop field, writing, oral, quantitative, qualitative or other relevant professional skills required by the discipline.
      - 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.
      - Encouraging, by example and precept, a dedication to high-quality teaching.
      - Encouraging faculty-graduate student collaborations which entail the sharing of authorship or rights to intellectual property developed in research or other creative activity.
      - 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.
      - Providing students with evaluation of their progress and performance in regular and informative ways.
      - Guiding the student to prioritize their duties in a manner that ensures continuous progress and timely accomplishment of the research project during the program.

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

2. <u>Be knowledgeable concerning the academic and non-academic policies that pertain to graduate students, including:</u>
   - Helping students understand the requirements and timetable that each must meet, including coursework, research tools, specific research responsibilities, examinations, and dissertation.
   - Discussing Departmental, Program, or University authorship policy with graduate students in advance of entering into collaborative projects.
   - 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. <u>Prepare students to be competitive for employment, by:</u>
   - Promoting free inquiry and the free exchange of information, subject to the University's policies regarding secrecy and confidentiality of research.
   - Acknowledging student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.
   - Encouraging graduate students to participate in professional meetings, perform or display their work in public settings, and publish the results of their research.
   - 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. <u>Maintain a high level of professionalism, including:</u>
   - Excusing themselves from participating in committee decisions regarding any student with whom they have a relationship that could result in a conflict of interest.

- Never impeding a graduate student's progress toward the degree or toward employment inorder to benefit from the student's proficiency as a Teaching or Research Assistant.
- Interacting with students, staff, and faculty colleagues in a professional and civil manner,and in accordance with University policies.

V. The EdD Program's Role

1. Introduce new graduate students to the policies, practices, and resources of the EdD Program by means of e-mails, blackboard orientations, and website.

2. Provide students with written documentation of EdD Program handbook, designating one or more members of the faculty as resources for graduate students and faculty to call on to help resolve conflicts. This role may be filled by the EdD Program Director, or the Dean of the College of Sciences and Mathematics, or online program coordinator. Problems are usually resolved most quickly and effectively at the program level, but in exceptional circumstances a student may wish to consult the Provost Office.

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

SECTION VII. 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.

Our mission is to train the next generation of education administrators with the knowledge needed to support the assessment, maintenance, growth, and sustainability of P12 education.

The P12 Track has five program-level student learning outcomes. They are as follows:

- PLO1: Understand, analyze, and reflect critically upon contemporary educational leadership practices from a variety of conceptual frameworks;
- PLO 2: Understand the environment within which educational leadership operates;

- PLO3: Understand the responsibilities required in organizational leadership

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

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

SECTION VIII. Higher Education Administration Track Program Learning Outcomes

The Higher Education Administration Ed. D has five program-level student learning outcomes. They are as follows:

- PLO1: Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism. (Communication, Leadership)
- PLO2: Locate, interpret, and assess relevant educational research and apply it to both practice and the design and conduct of research. (Research)
- PLO3: Articulate strategies to effectively lead higher education institutions. (Leadership)
- PLO4: Demonstrate an 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 of key stakeholders (Content Expertise)

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

SECTION IV. P12 Leadership Course Offerings

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. Prerequisite, 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. Prerequisite, Admission to doctoral program.

ELAD 8253. Educational Policy and the Law A study of the relationship of law and policy, and legal decision and educational practice. Among issues addressed are the relationship between 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 consideration of the tension among political, professional, and legal authority at the local level and the distinctive policy role of the federal government. Prerequisite, ELAD 6073 and admission to doctoral program.

ELAD 8313. Educational Leadership Practices I
A study of the professional applications of theoretical and empirically-based leadership practices with specific application to administration of educational institutions. Prerequisite, Admission to doctoral program and permission of the professor.

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. Prerequisite, Admission to doctoral program.

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

ELAD 8501. Dissertation I: Prospectus Supervised development and composition of the dissertation prospectus.

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

ELAD 8521. Dissertation III: Chapter Two Supervised composition of the dissertation literature review. Prerequisite, ELAD 8511.

ELAD 8531. Dissertation IV: Chapter Two Approval Final defense and approval of the dissertation proposal. Prerequisite, ELAD 8521.

ELAD 8532. Dissertation V: Chapter Three Supervised composition of the dissertation methodology. Prerequisite, ELAD 8531.

ELAD 8613. Dissertation VI: Chapter Four Data Collection Supervised data collection for the dissertation. Prerequisite, ELAD 8532.

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

ELAD 8633. Dissertation VIII: Chapter Five Supervised composition of the dissertation conclusions. Prerequisite, ELAD 8623.

ELCI 8213. Curriculum and Instruction: This course is a reflective analysis of school curriculum, grades P-12 Presentations and discussion will focus on the four prevailing

curriculum conceptions: Humanistic, societal, technological and academic. Prerequisite, Admission to doctoral program Educational Leadership.

ELFN 7773. Advanced Educational Research An advanced study of the methodology of research including quantitative and non-quantitative procedures.

ELFN 7783. Advanced Educational Statistics A study of inferential statistics utilizing parametric and nonparametric procedures. Prerequisite, ELFN 6773 or equivalent.

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. Prerequisite, admission to doctoral program.

ELFN 8773. Educational Research and Evaluation A study of research designs and statistical techniques to provide students with the opportunity to relate, integrate, and synthesize evaluation processes. Study will focus on theories and practices of curriculum and environmental and educative roles of instruction. Prerequisites, ELFN 7773, ELFN 7783, and admission to doctoral program.

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

SECTION V. Higher Education Leadership Course Offerings

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. Prerequisite, Admission to doctoral program.

HIED 8203. Higher Education Assessment and Accreditation The course explores course 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 8203. 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.

ELFN 7773. Advanced Educational Research An advanced study of the methodology of research including quantitative and non-quantitative procedures.

ELFN 7783. Advanced Educational Statistics A study of inferential statistics utilizing parametric and nonparametric procedures. Prerequisite, ELFN 6773 or equivalent.

ELFN 8773. Educational Research and Evaluation A study of research designs and statistical techniques to provide students with the opportunity to relate, integrate, and synthesize evaluation processes. Study will focus on theories and practices of curriculum and

environmental and educative roles of instruction. Prerequisites, ELFN 7773, ELFN 7783, and admission to doctoral program.

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

ELAD 8501. Dissertation I: Prospectus Supervised development and composition of the dissertation prospectus.

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

ELAD 8521. Dissertation III: Chapter Two Supervised composition of the dissertation literature review. Prerequisite, ELAD 8511.

ELAD 8531. Dissertation IV: Chapter Two Approval Final defense and approval of the dissertation proposal. Prerequisite, ELAD 8521.

ELAD 8532. Dissertation V: Chapter Three Supervised composition of the dissertation methodology. Prerequisite, ELAD 8531.

ELAD 8613. Dissertation VI: Chapter Four Data Collection Supervised data collection for the dissertation. Prerequisite, ELAD 8532.

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

ELAD 8633. Dissertation VIII: Chapter Five Supervised composition of the dissertation conclusions. Prerequisite, ELAD 8623.

APPENDICES

Appendix A

<u>Dr. Eugene W. Smith</u>
<u>RESEARCH FELLOWSHIP</u>
<u>Application Guidelines</u>

<u>All application materials should be submitted to:</u>

<u>Eugene W. Smith Fellowship</u>
<u>Center for Excellence in Education</u>
<u>Arkansas State University</u>
<u>PO Box 1270</u>
<u>State University, AR 72467</u>

<u>CRITERIA FOR THE FELLOWSHIP</u>

The 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.

<u>APPLICATION PROCESS</u>

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 his or her accepted 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; and

   D. a description of the methodology which includes: 1) intermediate steps and 2) timelines leading to the completion of the dissertation.

<u>CONDITIONS</u>

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

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

3. The amount of award is up to $2000 per academic year, payable in June. If two recipients are chosen, the annual award is divided between them at a rate of up to $1000 each.

4. The A-State Foundation will issue a check directly to the student(s) selected for this award. Federal law requires that a 1099 be issued the following year for tax purposes.

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