GEORGIA SOUTHERN UNIVERSITY

DEPARTMENT OF LEADERSHIP, TECHNOLOGY, AND HUMAN DEVELOPMENT

HANDBOOK FOR DOCTORAL STUDIES
IN
EDUCATIONAL LEADERSHIP

Twelfth Edition
Revised 2013

Prepared by: Dr. Devon Jensen
Welcome Letter

Dear Doctoral Student:

Our fondest wish is for you to be successful in completing all the requirements for the EdD degree in Educational Leadership. We recognize that this scholarly endeavor will require much time and energy from you over the next several years. Please be assured that we will be available to help you earn this most prestigious academic award.

The purpose of this handbook is to aid you in understanding the specific requirements and procedures for the EdD degree in Educational Leadership. The information contained herein pertains to doctoral study at Georgia Southern University in the College of Education and the Department of Leadership, Technology, and Human Development. All policies and procedures are consistent with the policies and procedures promulgated by the College of Graduate Studies.

We sincerely hope you find this handbook helpful in answering many of the questions you may have regarding graduate study and the doctoral program at Georgia Southern University. In addition to this information, you have been assigned a program advisor who will be willing to meet with you to answer any additional questions you may have.

While we have made every effort to include all of the requirements, policies, and procedures that relate to the program in this handbook, we also recognize that, from time to time, it will be necessary to revise, add, or delete certain of these items. Accordingly, while we believe that this handbook is both complete and accurate, any errors or omissions are subject to the appropriate University, college, or department policy, which take precedence over the language of this handbook. Further, we reserve the right make changes, as required and appropriate, through customary departmental governance procedures.

Finally, this handbook is not intended to be used in isolation, but rather in association with other university documents relevant to the completion of your doctoral degree.

We hope you enjoy and grow from this academic adventure.

Very truly yours,

Faculty, Staff, and Administration
Educational Leadership
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**PREFACE**

This Handbook is intended to familiarize doctoral students with the procedures, policies, and expectations of Georgia Southern University’s (GSU’s) EdD program. This document is designed with the purpose of facilitating students’ matriculation through the program. By reading, understanding, and adhering to the information provided in this document, students may be better equipped for success. These guidelines should also be interpreted as the minimum requirements of the EdD program. Students should also familiarize themselves with this Handbook and the policies from GSU, the College of Graduate Studies (COGS) and the College of Education (COE).

NOTE: Policies and procedures at the University, school, and program level may change as needed. These changes will supersede statements contained in this Handbook.

**EQUAL OPPORTUNITY**

In support of the Mission Statement and the principles on which it is based, Georgia Southern University is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff. Georgia Southern University reaffirms its commitment to personnel and educational policies that comply with the requirement applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at Georgia Southern University shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.
COLLEGE AND DEPARTMENT COMMITMENT TO DIVERSITY

The College of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with and learning about diverse populations, including higher education and K-12 school faculty, candidates, and students.
Getting Your Doctorate

Doctoral Program

Candidacy Exam

Program Structure

Program of Study

Advisement

The Dissertation

Making Sure You Get It All Done

EdD Checklist
THE DOCTORAL PROGRAM

INTRODUCTION

The Doctoral Program in Educational Leadership prepares scholar-practitioners to become transformational leaders in educational organizations. Two areas of specialization are offered: Higher Education Leadership and P-12 Leadership. The program includes three distinct tiers.

First, in Tier I, candidates complete 30 semester hours of post-masters degree credit of coursework in educational leadership and related areas. Both the Higher Education Leadership and the P-12 Leadership areas of specialization have recommended programs of study for this phase of the program. Requirements are included in the Graduate Catalog. Tier I coursework may be completed as transfer credit from an accredited post-masters degree program.

Second, in Tier II, candidates complete an additional 30 semester hours of prescribed coursework in either Higher Education Leadership or P-12 Leadership. During Tier II, candidates complete 10 classes in sequence over five (5) consecutive semesters as a cohort group. The courses are delivered in a hybrid format, which includes a combination of face-to-face, on-campus instruction, and online instruction. The on-campus portion consists of four Saturdays per semester (typically, one Saturday every four weeks) and the online portion consists of asynchronous and ‘live’ instruction through Georgia Southern University’s state-of-the-art online learning system - Folio. Transfer credits are not allowed for Tier II courses. Following completion of Tier II coursework, candidates complete the Doctoral Candidacy Examination, which enables them to move to Tier III.

Third, in Tier III, candidates conduct their doctoral research project and write the dissertation. In this process, candidates will begin initial preparation as early as their first semester in Tier II when they will begin to work in teams to prepare extensive bibliographies in broad areas of inquiry related to their research interests. Near the end of their Tier II courses, candidates prepare a comprehensive review of literature that will inform their doctoral research project. The project is designed to be action-oriented research that focuses on a real problem in a real school, school district, or higher education setting.

The Ed D. in Educational Leadership is not an initial professional licensing program. Most candidates who enroll in the P-12 Leadership area of specialization program will have already completed their respective states’ professional licensing requirements for school or school district administration.

Georgia Southern University is accredited by the Southern Association of Colleges and Schools (SACS) and programs in education are approved by the Georgia Professional Standards Commission and accredited by the National Council for Accreditation of Teacher Education (NCATE).

THE JACK M. AVERITT COLLEGE OF GRADUATE STUDIES

The Jack M. Averitt College of Graduate Studies (COGS) governs all graduate programs and has dual and cooperative functions with academic departments throughout the university. The Jack N. Averitt College of Graduate Studies is responsible for policies and procedures that affect doctoral students in the Educational Leadership program. All pertinent information may be accessed via the Internet site provided by COGS. Included at that site is a complete list of important dates and requirements for candidates for the Doctor of Education degree, including application for graduation, submission of dissertation defense paperwork, and dates and deadlines for dissertation defenses each semester. It is the responsibility of
the candidate to become familiar with the COGS website, policies, procedures, and timelines, as the candidate is responsible to adhere to documentation requirements and timelines. In this sense, the EDLD program will provide support and advice to doctoral students regarding their progress, but it is ultimately the student’s responsibility to insure they meet all EDLD programmatic requirements and College of Graduate Studies practices, policies, and rules regarding the completion of a doctoral degree.

The Jack N. Averitt College of Graduate Studies determines standards of admission and retention, requirements for graduation, regulations governing transfer credit, and other matters pertaining to academic activities. It also regulates doctoral committee membership, approval of candidacy applications, evaluation of the format of final dissertation documents, and approval of time extensions and other appeals for candidates. Candidates must meet fulfill all requirements of the Jack N. Averitt College of Graduate Studies in addition to those of the doctoral program in educational leadership. Consequently, the current Georgia Southern University Graduate Student Handbook is the official University document that supersedes any departmental or college guidelines.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

The Doctor of Education degree complements other graduate degree programs at Georgia Southern University and is consistent with the mission and goals of the College of Education. The vision of the College of Education at Georgia Southern University is to become a regional leader for the professional preparation and continuing development of reflective educators and other stakeholders by creating a transcultural community of public and private partnerships that will facilitate enriched opportunities for student learning. Georgia Southern University’s College of Education has adopted *Reflective Educators for Diverse Learners* as the theme for its conceptual framework. This theme reflects and extends the mission of Georgia Southern University, which is “rooted in South Georgia, a largely rural region. Our hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us.” The College of Education’s professional community frames its work on the four commitments described below. Embedding these commitments in the competencies in all programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate’s program.

**COMMITMENT TO THE KNOWLEDGE, SKILLS AND DISPOSITIONS OF THE PROFESSION**

We believe that it is of primary importance for our candidates to possess adequate knowledge of the subject matter they plan to teach, including a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state and institutional standards. These standards provide the framework for the College of Education unit assessment system and for each program’s ongoing assessment and revision efforts. We believe that candidates must be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development on the educational process, coupled with a strong subject-matter knowledge base grounded on a firm ethical foundation. Educators must have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context. We believe that by presenting a strong research base and linking it with practice we will facilitate the growth of our candidates as informed and reflective practitioners. Collaboration across academic fields...
prepares our candidates to support and promote positive change. Indeed, we believe that it is of utmost importance that our candidates work with change both proactively and reactively and recognize its implications on the future of individuals and groups with which they work. This represents the wide spectrum of educational activities in the College of Education and recognizes the dynamic nature of the work environments in which our candidates are or will be engaged.

**COMMITMENT TO DIVERSITY**

We believe in the necessity of a strong historical understanding of one's profession and the willingness to view knowledge as a personal construction affected by one's cultural beliefs. We believe that educators must also recognize their responsibilities to, and the rights and needs of, all students. We believe educators must be able to enhance students’ learning by addressing diverse learning styles and abilities and taking into account each individual’s physical, cognitive, emotional, and social development. We believe that our candidates must understand the interrelatedness of individuals, small groups, and society, both locally and globally. Educators must be active in working with issues of culture, diversity, and equity; understand the political nature of education; and have the skills to effect change. Educators must be cognizant of the ideological, economic, and special interest pressures exerted on the institution of education at all levels. We believe educators must be able to enhance communication among all users of education in the school, community, home, and industry. We believe that educators must understand how human emotions interact with the education process, both in terms of the student and the educator. Educators must understand how personal perceptions of self, work, and professional relationships affect the daily decision-making process. Educators must be sensitive to prejudice and the effect it has on educational environments. Toward that end, diversity is an integral component of the mission of Georgia Southern University. Our candidate’s field experiences, clinical practice, and assessment have been designed to ensure that candidate experiences reflect the diversity of South Georgia.

**COMMITMENT TO TECHNOLOGY**

We believe that candidates must recognize the critical role of technology in all facets of the educational process; thus we provide all candidates with experiences that allow exploration of a broad range of technologies. To that end, initial and advanced teacher education candidates integrate technology and other multimedia resources to maximize learning opportunities for all students. Candidates in fields preparing other school personnel collect and analyze data related to their work, reflect on their practice and use research and technology to support and improve student-learning environments. The College of Education has implemented a technology-based assessment system that continuously gathers data at the unit and program levels. Through data analysis, the College of Education’s professional community ensures that candidates meet technology-related professional and state standards. Use of the technology-based assessment system by individual candidates facilitates the process of self-reflection and analysis.

**COMMITMENT TO THE PRACTICE OF CONTINUOUS REFLECTION AND ASSESSMENT**

We believe that reflective educators continually engage in self-assessment and assessment of student learning. As part of this process, candidates who work directly with students are provided with opportunities to accurately monitor, assess and analyze student learning, and make appropriate adjustments to instruction. Other professional school personnel candidates critique and are able to reflect on their work within the context of student learning. We believe that reflective educators evaluate the results of past actions and use the information to anticipate or plan for the future. They have the ability to define and frame a problem, to consider reasoned courses of action, to
act, and, finally, to reflect on the appropriateness of their actions. We strive to develop in all our candidates both an awareness of their surroundings and the consequences of their actions, with the belief they will foster the same in the individuals with whom they work.

The Education Leadership faculty fully subscribes to the COE’s framework and incorporates each of the commitments into every doctoral class offered. The educational leadership faculty also actively supports the College of Education’s commitment to effective instruction, school, and community service.

The mission of the educational leadership program is to promote the acquisition and development of skills, values, and motivation for growth in leadership positions; thereby, we believe in improving the entire educational segment of our society. These leaders will be knowledgeable in the foundations of educational thought, as well as in the science, craft, and art of leadership. In addition, they will study the specialties appropriate to their career goals and acquire the research and evaluation skills essential to both leadership practice and scholarly inquiry. Keeping in mind that the Doctor of Educational Leadership is not designed to provide initial leadership certification in the state of Georgia, the curriculum will promote leadership in schools, colleges, and universities in the following ways: specifically, the Program will:

1. provide an understanding of the importance of education in our society and of the significance of leaders and the effects they have on society;
2. enable candidates to gain higher-level skills necessary to pursue careers in leadership in schools, colleges and universities, corporations, and other educational agencies;
3. provide opportunities for experienced leaders to improve the service they supply; and
4. enable educational leaders to grow professionally throughout their careers by becoming self-initiating professionals who build upon knowledge of inquiry and motivation to renew their skills.

Leadership consists of skills and abilities applied in diverse and other unique settings. The knowledge bases of this professional degree are reflected in the curricular design, the variety of instructional strategies, the course syllabi, and the use of significant research in the field, incorporated through faculty and student participation. Multicultural and global perspectives are encouraged and discussed in all doctoral classes. The specific studies in this degree are sequential, developmental, and are drawn in large part, from professional research and practice in the field.

The intent of the Doctoral Program in Educational Leadership is to provide a background through which graduates achieve professional development in a variety of situations. All candidates share a common core of learning experiences and with the assistance of their supervising committee chair, they select additional experiences from a variety of sources to allow them to develop the special skills and knowledge commensurate with their backgrounds, abilities, and career goals.

AMENDMENT OF POLICIES AND PROCEDURES

All policies and procedures governing the doctoral program in educational leadership are subject to amendment by majority vote of the EDLD doctoral teaching faculty. The Chair of the Department of Leadership, Technology, and Human Development, the Dean of the College of Education, and the Dean of the Jack N. Averitt College of Graduate Studies must approve amendments.

Policies and procedures should be reviewed at least every five years to ensure alignment with college policies, policies of the Jack N. Averitt College of Graduate Studies and policies of the University and that they are functioning in the best interest of candidates enrolled in the program.
EXCEPTIONS TO POLICIES AND PROCEDURES

When a candidate is not able to resolve a situation directly with the individual involved, or when exceptions to policies are sought, the candidate must follow the appeal process as outlined by the Jack N. Averitt College of Graduate Studies and found in the Georgia Southern University Graduate Catalog.
The admission process has two stages. First, all EDLD doctoral applicants must be accepted by the Jack N. Averitt College of Graduate Studies. Next, the faculty of the Educational Leadership Program reviews the applications and then make recommendations for admission to the EdD in Educational Leadership Program.

**ADMISSION CRITERIA**

Applicants completing the first part of admission to the EdD in Educational Leadership must meet the following criteria:

- Complete the Jack N. Averitt College of Graduate Studies admission requirements.
- Hold a masters degree from an institution accredited by the appropriate regional accrediting association.
- Present a minimum grade point average of 3.50 (4.00 scale) in all previous graduate work.
- Present current official test scores from the Graduate Record Examination (GRE) for Verbal Reasoning, Quantitative Reasoning, and Analytical Writing.
- Submit brief (maximum of two pages) curriculum vitae (resume) that highlights personal and professional experience and accomplishments.
- Submit the ‘Disclosure and Affirmation Form’ that addresses misconduct disclosure, criminal background check, Code of Ethics for Educators, and tort liability insurance.

The second stage of the admission process includes the following procedures:

- The educational leadership faculty evaluates applicants’ credentials.
- Educational leadership faculty, acting as a committee-of-the-whole, prepares a list of applicants who are invited to be interviewed either on campus or through electronic mediums such as Skype with educational leadership faculty.
- Following the interview, applicants will complete a writing assessment activity.
- Following the interview and writing assessment, the educational leadership faculty, acting as a committee-of-the-whole, will make final decisions for recommendations for admission to the doctoral program in educational leadership.
- Applicants receive official notification of admission from the College of Graduate Studies.

**ADMISSION CRITERIA**

Students applying for admission to the EDD program in Educational Leadership must meet requirements as outlined by the College of Graduate Studies and the Office of Admissions and include the following prerequisites:

1. Completion of all Graduate School admission requirements;
2. Hold at least a Master's Degree, with admission more likely if the graduate applicant has 30-36 hours beyond the Master’s Degree.
3. Achievement of a minimum cumulative grade point average of 3.5 on a four-point scale in previous graduate work;
4. Admission preference will be given to those who currently hold an administrative or supervisory position at the P-12 or postsecondary level.
5. Submission of three professional references, including two from educational administrators with whom the applicant has worked that attest to the applicant's potential for success in a doctoral program and for executive leadership in education.

A comprehensive screening process will be used to select the annual cohort of students from the applicants who meet these criteria. Because some courses will meet on Saturdays, applicants will be required to certify their availability for weekend classes.
ADMISSION REVIEW PROCESS

1. Applicant credentials are rated by Educational Leadership (EDLD) Faculty using an agreed upon rubric device. Each faculty member will score each applicant independently and the faculty will rank the scores.

2. The EDLD faculty, meeting as a committee of the whole, will use their ratings to assemble a list of top applicants.

3. These applicants will then be invited to an orientation/interview where they will again be screened by the EDLD faculty using an interview rubric.

4. Following the interview, applicants will be asked to complete a writing sample based upon an educational issues prompt. The writing sample will then be reviewed based upon a set rubric.

5. The EDLD faculty will then meet and rank the applicants, inviting the top 8-15 to be members of the cohort and then notifying the remainder that they were deferred for future admission or that they may go through the screening process again for future admission.

REGISTRATION AND CONTINUOUS ENROLLMENT

Continuous enrollment is generally defined as being enrolled in one (1) or more credit hours of coursework. However, a doctoral candidate who is taking the Candidacy Examination or receiving dissertation advisement must register for a minimum of three (3) semester credit hours. Residency (continuous enrollment) must also be maintained following the completion of Tier II courses; hence, doctoral candidates must maintain continuous enrollment during Tier III courses, or the writing of the dissertation.

After formal admission to doctoral candidacy, candidates are required to maintain continuous enrollment during each semester until the doctoral program is completed. Failure to maintain continuous enrollment (including summer) will result in a change to inactive status. Active status requires registration for at least three (3) semester hours each semester. A candidate not seeking advisement from his or her committee or other GSU personnel or who is not using other GSU services during a given semester must also register for three (3) semester hours to maintain active status in the doctoral program unless specific permission is granted by the Department Chair at the recommendation of the Supervising Committee Chair. In certain extenuating circumstances, the Department Chair may allow a candidate to enroll for one (1) semester hour per semester. After the Department Chair agrees for the candidate to take fewer than the required three semester hours, the candidate must complete the Enrollment Policy Exception Form and submit the form to the Chair of the Department of Leadership, Technology, and Human Development. The Department Chair will review the request and grant permission if the request is deemed appropriate.

Candidates are required to demonstrate continuous progress throughout their programs, especially after coursework has been completed. Support from fellow doctoral candidates, a sense of professional accomplishment, and advisor assistance are all strengthened when there is no significant lapse in candidate progress toward degree completion. When a supervising committee chair has no contact with a candidate for one semester, the chair may notify the candidate of concern for the lack of his or her progress. If a satisfactory response is not received or no progress is initiated within one semester, the student’s progress will be reviewed for removal from the program. The Educational Leadership faculty meets annually to review the program of all students in the program and any student may be removed from the program for non-performance by majority vote of the Educational Leadership faculty.

After formal admission to the doctoral program, all content and core course requirements must be completed within required time limits. The Candidacy Exam must be taken immediately following the completion of Tier II courses.
ADMISSION TO DEGREE CANDIDACY

Formal admission to Degree Candidacy will be granted once the student has demonstrated the ability to do acceptable graduate work in the chosen field of study and that

1. All prerequisites set as a condition for admission have been met;
2. All inquiry/research skill requirements have been met;
3. The final program of study has been approved by the Supervising Committee, the Doctoral Program Coordinator, and the Dean of the Averitt College of Graduate Studies;
4. An average of 3.5 has been maintained on all graduate courses on the program of study (no course with a grade below C [2.0] may be accepted as part of the Program of Study (POS), and only one grade of C can be included on the POS);
5. Written and/or oral comprehensive examinations have been passed and reported to the Averitt College of Graduate Studies;
6. The supervising committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointments;
7. The residency requirement has been met; and
8. The preprospectus has been successfully defended.

After admission to degree candidacy, the Supervising Committee chair has the primary responsibility for guiding the student's research. The Chair is the student’s main point of contact. At times, the chair may direct the student to consult with the other committee members for input on questions raised during the writing and data analysis process. The student should collaboratively plan with the methodology professor and the Supervising Committee chair for the collection of data and data analysis for the dissertation. Comments from the supervising committee members should be forwarded, through the chair, to the candidate. All comments and suggestions must be filtered through the Supervising Chair for possible inclusion in the dissertation.

After admission to degree candidacy, a student must be continually enrolled through the semester of graduation. Students must be enrolled for a minimum of three (3) hours of credit in EDLD 9999 any semester when using university facilities or staff time.

The final dissertation defense may not be scheduled until a minimum of six (6) months has passed after a student has been advanced to degree candidacy.

CONTINUOUS REGISTRATION FOR DISSERTATION CREDITS

Following Tier II, Doctoral candidates must be registered for dissertation (EDLD 9999) credits during any semester in which they use university facilities or the professional time of faculty members while the dissertation work is in progress. If the candidate uses university personnel or service he/she must register for three (3)-semester hours credit. If the candidate does not complete the dissertation (i.e., get final approval from both the supervising committee and the Averitt College of Graduate Studies) during the semester in which the candidate defends the dissertation, then the candidate must register for three (3) credits during each semester thereafter until the student submits all dissertation material required by the Averitt College of Graduate Studies.

HOURS AND REQUIRED GPA

Sixty-nine (69) hours (minimum) are required for the EDD in Educational Leadership, broken down like this:

- 30 semester hours of Tier I courses. Tier I courses are courses beyond the Masters Degree and can be met through an EDS Program or regular Tier I courses. All courses must be at the 6000 level or above. Any class at the 6000 level or above will count, provided
that the course has not already been used to satisfy the Master’s Degree requirements.

- 30 semester hours of Tier II courses. Tier II courses are the cohort courses prescribed by Georgia Southern University (all are 9000 level courses reserved for doctoral candidates only). Courses are offered through hybrid delivery combining online and face-to-face components.

- 9 semester hours (minimum) of Tier III courses. Tier III courses (EDLD 9999) are hours taken during the writing and defense of the dissertation.

All Tier II and Tier III courses must be taken at Georgia Southern University (GSU) as prescribed on the Doctor of Educational Leadership Program of Study. Tier I courses may be completed at GSU or elsewhere. Leadership courses are encouraged at the Tier I level. Tier I courses can be satisfied through an EDS Program if in the P-12 focus, but the 30 semester hours required for Tier I do not have to be part of a formal program. Doctoral candidates should be aware, however, that they must have taken EDUR 8131 Educational Statistics I or an approved equal prior to enrollment in one of the cohort Tier II courses (EDUR 9131 Doctoral Research Methods). Hence, it is advisable for candidates to take EDUR 8131 or its equivalent prior to beginning the doctoral cohort courses. Acceptance of an approved equal course is granted by the Educational Research faculty at GSU only. A graduate student who is not sure whether or not a specific Statistics course already taken will count or not should contact Dr. Steven Jenkins (sjenkins@georgiasouthern.edu). He will review the syllabus of the course in question to determine if the course in question meets the Statistics requirement.

**Maintaining Academic Standards, Grades, and Probation**

To be eligible for graduation, a student must maintain a 3.5 cumulative average on all graduate courses included on the student’s doctoral program of study. Since Tier I, Tier II, and Tier III courses are part of the Doctoral Program of Study, the 3.5 grade point average pertains to all coursework beyond the Masters Degree.

Courses in which a grade of “C” was earned may count toward degree requirements. If the student decides to repeat the course, both grades will count toward the cumulative GPA and will remain on the student’s transcript. Courses in which a “D” or below were earned may not count toward a graduate degree and must be repeated. A “D” will cause the student’s GPA to drop below the mandated 3.5. At this point, the student will be placed on academic probation and will have the next 9 credit hours of classes to increase their GPA. If the GPA is not brought up to 3.5 or higher at this point, the student will be excluded from the program.

**Academic Appeals**

If the need arises, students are to use the following procedures and practices to assist them in any appeal they may have.

**Academic Appeals Policy**

In accordance with the College of Graduate Studies Policy on Academic Appeals, the procedures outlined ensure the protection of students' rights and serves as a reference on procedures for graduate student academic appeals. It is up to the graduate faculty and graduate administrators within the EDLD Department to apply the policies effectively. It is also the responsibility of the student, when appealing decisions based on these policies, to provide complete and accurate background information regarding each appeal. If not resolved at the COE level, the final authority of graduate student appeals is the Dean of the College of Graduate Studies. Each appeal is reviewed individually and all decisions are based on the merits and the documentation provided.

This Policy on Academic Appeals and the appeal process described herein is to be used by graduate students for the sole purpose of appealing decisions.
that affect their matriculation through the graduate academic program. Non-academic disputes that do not directly affect matriculation and good standing are excluded from this process. All decisions and actions will coincide with University policy and sound academic policy governing graduate programs at GSU. Appeal procedures should not be taken lightly nor ignored. Questions concerning graduate student appeal procedures should be directed to the EDLD Doctoral Program Director.

**ACADEMIC APPEAL STEPS**

It is very important when instigating an appeals process that students follow proper lines of communication. It is also strongly recommended that students keep relevant records, data, and/or correspondence that can help support you in your appeal.

**For Course Grades**

**Step 1:** Contact the course instructor.

**Step 2:** If the matter cannot be resolved through the course instructor, your next step is to contact the LTHD Department Chair.

**Step 3:** If the matter cannot be resolved through the Department Chair, your next step is to contact the Dean of the College of Education.

**Step 4:** If the matter cannot be resolved through the Dean and his/her review committee, your next step is to contact the Provost. The final decision will be made at this level.

**For Dissertation or Programmatic Matters**

**Step 1:** Contact your program advisor or your dissertation committee chair.

**Step 2:** If the matter cannot be resolved through your program advisor of dissertation committee chair, your next step is to contact the Doctoral Program Coordinator.

**Step 3:** If the matter cannot be resolved through the Doctoral Program Coordinator, your next step is to contact the Department Chair of LTHD.

**Step 4:** If the matter cannot be resolved through the Department chair, your next step is to contact the Dean of the College of Education.

**Step 5:** If the matter cannot be resolved through the Dean of the College of Education, your next step is to contact the Dean of the College of Graduate Studies. The Graduate Student Appeals Committee will then adjudicate the matter.

Teaching and learning are collaborative endeavors. Just as any close relationship requires excellent communication and problem-solving skills, so do professional relationships. Every EdD candidate will inevitably encounter conflict during their preparation and should expect to encounter conflict in their professional career. Having the skills and the experience to successfully navigate conflict are an essential part of doctoral preparation. We coach students to apply “guiding principles” to a helpful “conflict resolution process” that starts with analyzing/defining the problem considering potential solutions and their affects and then deciding on a practical action.

The principles underlying conflict resolution are:

1. Individuals filter experiences through personal lenses. A person’s standards or norms may be different from another person’s, resulting in different perceptions of a problem.

2. Those who are in the situation can usually best solve the problem, not someone outside of the situation. If at all possible, individuals ought to talk to the person perceived to be a part of the problem, rather than to others. If needed, a person ought to first speak to an academic advisor who can offer coaching around language and ways to interact with the person.

3. Most problems are best solved when addressed as soon as possible. Problems that fester are harder to solve. Consider setting up a private meeting that works well for individuals involved.
4. Most people act and talk with good intentions. Try to understand what the other person's intentions might have been and/or assume that they may have been positive even if you didn't perceive them that way. However part of problem solving includes analyzing whether intentions matched the action perceived by the other person.

5. In approaching another person about a problem, it is usually helpful to be prepared to suggest several possible resolutions. In fact, a first idea may not always be the most satisfying to everyone involved.

6. Individuals have a tendency to assume that the other person involved in problem solving has not listened when they do not agree. Although this is possible, it is not necessarily the case. When one feels that s/he has not been listened to, ask the other person to summarize what s/he has heard said. One may find that the person has listened but simply doesn't agree.

7. Practice confidentiality! Resist the urge to share the issue with others not involved in the problem, including those in a university class or peers. Please know, though, that university faculty and the academic advisor are helpful mentors and “sounding boards”. They are always willing to help navigate conflict by coaching with this protocol!

8. Avoid the tendency to make generalities regarding the situation (i.e.” everyone in our class feels this way”; “all of these students think and act alike”).

9. When problems are well defined, resolutions follow more easily. To help define the problem consider the following process:
   • Suspend judgment.
   • Define the problem for yourself as clearly as you can at the point where you recognize that something is bothering you.
   • Consider who/what is contributing to the problem. Consider your role in this issue.
   • What is within your control and others' control regarding the problem? If the problem is outside of yours and others' control, practice acceptance.

   • What do you suppose the other person’s interpretation of the problem is? Put yourself in the other person's shoes.
   • Now restate the problem. Are you ready to present the problem to those involved now?

**ACADEMIC DISMISSAL**

In addition to university policy, the LTHD Department has provisions regarding retention of candidates in its programs. If a candidate exhibits questionable progress or behavior at any time during the Doctoral Program as determined by his/her Advisor or Dissertation Chair, his/her continued participation in the program may be in jeopardy. Examples of a candidate’s demonstration of questionable progress or behavior are:

• Being on academic probation due to having a GPA below 3.5 in the program over 9 credit hours of course work (university policy: exclusion from program).
• Failing the Candidacy Exam, Preprospects, Prospectus, or Final Dissertation Defense after 2 attempts at each.
• Engaging in cheating, fabrication, facilitation of academic dishonesty, plagiarism, or any other form of academic dishonesty or unacceptable student behavior at any time during the program.
• Noncompliance with Doctoral Program attendance expectations.
• Violation of Ethical Standards of the Doctoral Program or unprofessional behavior in a leadership position.
• Failure to comply with any University, College, Department, or Program standard or requirement.

The EDLD Department, along with COGS, reviews the performance and/or conduct of candidates whose continuation in the Doctoral Program is in jeopardy. The EDLD faculty will review the issue at hand and serves as an objective panel to study documents and information related to a candidate’s performance and/or conduct, and make recommendations related to the candidate’s
continued participation based on the evidence submitted. The Doctoral Program Director will send a copy of written documentation of lack of progress to the candidate and invites the candidate to submit any evidence, either in person or in writing that he/she may have on the issue within one week. If the candidate chooses to address the EDLD faculty in person, he/she may be accompanied by an advocate of his/her choice.

Recommendations by the EDLD faculty, in consultation with the candidate’s advisor and the Doctoral Program Director, may include, but are not limited to, any of the following actions:

- Remove the candidate from the program.
- Counsel the candidate to withdraw from the program.
- Suspend the candidate’s participation for a specified period of time.
- Monitor the candidate’s participation using specific measures recommended by the committee.
- Require the candidate to engage in some intervention/remediation measures, such as counseling, mentoring, remedial instruction.
- Take other action as determined appropriate by the committee.

The Chair of the LTHD department will be kept apprised of this process and any decisions coming from the EDLD Program.

**TIME LIMITS**

The candidate may be granted up to five years from enrollment in the first Tier II course to pass the Candidacy Exam. The candidate has five years from the passing of the Candidacy Exam to complete the dissertation process (Tier III). Candidate requests for extending any or all of these deadlines must be submitted to the Supervising Committee chair that will consult with committee members and Educational Leadership faculty. If no Supervising Chair has been selected at the time of the need for an extension, the request should go to the Doctoral Program Coordinator. The Supervising Committee chair, acting for the supervising committee, should send a formal recommendation to the Doctoral Program Coordinator who will review and, if in agreement, forward the recommendation to Department Chair. If the Department Chair believes the extension is warranted, then he/she will forward the request to the Dean of the Averitt College of Graduate Studies, who makes final decisions regarding such extensions.

The Candidacy Exam is administered to candidates at the end of the Tier II cohort courses. Since there is a 2-3 week turnaround for notification of Pass/Fail on the exam, candidates should go ahead and enroll in EDLD 9999 during the semester immediately following the last Tier II cohort course so that there will be no break in residency. If the candidate fails the exam, then efforts will be made to accommodate those candidates. If the candidate has not found a Supervising Committee Chair at the conclusion of the Tier II coursework, then the candidate may enroll in the Doctoral Coordinator’s section of EDLD 9999 (Dissertation) or another professor who agrees to take the student on a temporary basis. After the candidate finds a Supervising Committee Chair, then the candidate will thereafter enroll in the appropriate section of EDLD 9999 assigned to his/her Chair.

**TIMELINE OVERVIEW AND RESPONSIBILITIES**

- Doctoral students must pass the Candidacy Exam within five (5) years from the first EdD registration term and no later than the last semester of EdD course work or the following semester. All degree requirements must be completed within five (5) years of passing the Candidacy Exam. To file for an extension of this timeline, one must file for an official Leave of Absence for medical reasons through the University’s counseling center, or appeal to the College of Graduate Studies through a formal appeals process for non-medical/psychological or financial reasons.

**NOTE OF CAUTION:** Students must file the appropriate paperwork PRIOR to taking the leave of absence from the program. Otherwise,
students must abide strictly by the five-year time limit to remain in the program.

- Dissertation credits (EDLD 9999): For Educational Leadership, students may not register for 9999 credits until they have passed the Candidacy Exam.

- After successful completion of the Candidacy Exam, doctoral candidates have five (5) years to finish program requirements, including the dissertation; otherwise, the Candidacy Exam must be retaken. Please see the guidelines above for taking a leave of absence. The same rules apply to this portion of the program.

- Doctoral candidates must enroll for three (3) semester hours of dissertation credits the term following the last semester of course work. Policy exceptions require review and permission by the committee chair and the department chair.

- Doctoral candidates are expected to enroll for at least three (3) semester hours of dissertation credit during the terms of candidacy, including summer terms. Doctoral candidates must enroll for at least three (3) semester hours of credit in the semester in which graduation requirements are completed. Any exception to this policy must be approved by the respective committee chair and department chair in advance. A candidate requests a “Continuous Enrollment Policy Waiver” using the Graduate Appeals form found on the COGS website.

- Graduation: Doctoral candidates completing during the Summer semester will walk in the Fall ceremony. Graduation ceremonies are not held in the Summer semester.

- FAILURE TO BE CONTINUOUSLY ENROLLED:
  - Candidates who fail to enroll for dissertation credits for two (2) consecutive years (or six (6) consecutive semesters) but then return wishing to finish the program must formally re-apply to the program. If accepted, program faculty will develop conditions that the student must meet in order to finish the program. This may include, but not be limited to, paying back registration tuition and fees, taking additional courses, and re-taking the Candidacy Exam. Candidates are subject to admission requirements in place at the time re-admission is requested as well as the program of study in place during the year of re-admission. As part of the conditions for re-admission, the program faculty may also set new timelines for completion of the degree.
  - If a student has failed to enroll for one or more semesters (but less than 2 years), students are subject to back registration tuition and fees.

LEAVES OF ABSENCE

Candidates should enroll in the Doctoral Program with the intention of committing to complete the program. Candidates in good standing with serious unforeseen problems that prevent their continuous enrollment, such as health or family emergencies, may request a leave of absence from the program. Candidates considering a leave should consult with the Doctoral Program Director or Dissertation Chair to develop a plan and if indicated, file a Request for Academic Leave of Absence Form for approval by the College of Graduate Studies. Candidates with leaves of absence may encounter delays completing the program since not all courses in either the P-12 school or Higher Education option are offered each semester. All candidates, including those with leaves of absence, must complete requirements for the degree within 7 years from initial enrollment date.
ADVISEMENT

Following admission, candidates will be assigned a faculty advisor who will serve as an initial contact to provide support and answer questions about the program. The advisor will assist the candidate in preparing to meet program requirements and completing documentation. The advisor is not intended to become the dissertation chair. Candidates will work with the advisor through completion of Tier II coursework to the point at which the candidate selects, and receives approval from a dissertation chair that will guide the candidate through the dissertation process.

DOCTORAL PROGRAM COORDINATOR

The Doctoral Program Coordinator is the initial contact for graduate students interested in pursuing the doctoral degree. The coordinator is the authority on Averitt College of Graduate Studies, College of Education, departmental, and program regulations, and procedures pertinent to the doctoral program. In addition, the coordinator is the student’s initial academic adviser immediately before and immediately following admission to the doctoral program and prior to the selection of a Supervising Committee Chair (Major Professor). The role of the Coordinator includes the following:

- Coordinates doctoral admissions
- Makes recommendations regarding fellowship offers
- Serves as preliminary adviser to new students
- Coordinates the EDD Candidacy Exam
- Interacts with the Averitt College of Graduate Studies on many matters, including, but not limited to, admissions, student status, fellowships, etc.
- Coordinates doctoral recruiting
- Coordinates doctoral seminars and meetings
- Handles all matters related to the doctoral program

COMMITTEE CHAIRS

Doctoral committee chairs must have graduate faculty status at Georgia Southern University. The roles and responsibilities of doctoral committee chairs will be defined, including expectations for quality work for those serving in that role. This may require reducing the number of candidates with whom they work. The chair and doctoral student relationship is a very important one and students should consider carefully a faculty member who can fully support the student through the dissertation process and with their intended topic. Documents that go to committee members at any stage need to be carefully reviewed and approved by the committee chair in advance. Committee members should receive well constructed, revised, and edited documents to review so that their input and feedback can focus on the content and methodology of the dissertation research/document. Students should be well prepared, with the assistance of the committee chair, to pass each scheduled defense. Graduate program coordinators and the Graduate Academic Services Center staff will have access to doctoral students’ documents that are on file with COGS and Degree Works. Committee chairs will be requested to provide electronic signatures and forward documents electronically in the routing process.

COMMITTEE MEMBERSHIP

The recommended size of the doctoral dissertation committee is four members; however, the committee must include at least three (3) members. The chair must be a member of the educational leadership program faculty. All members must have applied and been appointed as members of the Graduate Faculty of the Jack N. Averitt College of Graduate Studies. One member (ideally, not the chair) will serve as the methodologist. Other members may be members of the College of Education faculty; however, members from other Colleges of Georgia Southern University may also serve when their expertise meets the needs of the candidate’s research project. Those individuals must
also be appointed as members of the Graduate Faculty. In addition, the committee may include one individual from outside the Georgia Southern University faculty. That individual may apply to become an affiliate member of the Graduate Faculty and must be approved by the Program Coordinator, Department Chair, Dean of the College of Education, and the Dean of the College of Graduate Studies. To serve as a committee member, the individual must have recent experience with either the methodology or the content area of the candidate’s research project, and must present a record of scholarly publication. Forms and procedures for nominating a non-GSU committee member as an affiliate member of the Graduate Faculty may be obtained from the Jack N. Averitt College of Graduate Studies.

The dissertation chair will work with the candidate to select additional committee members to ensure that each committee member, as well as the committee itself meets all requirements and will work in concert in the best interest of the candidate.

**DOCUMENTATION PROCEDURES**

Upon selection of committee members, it is the candidate’s responsibility to complete the Dissertation Committee Member Approval form, available from the Jack N. Averitt College of Graduate Studies, and submit the form to the committee chair and other committee members for their signatures. Individuals as noted on the form will then review the form for approval.

In the event a change is needed in the membership of the committee, it is the candidate’s responsibility to complete and submit a Dissertation Committee Member Change form, available from the Jack N. Averitt College of Graduate Studies, and submit the form to the committee chair and other committee members for their signatures. Individuals as noted on the form will then review the form for approval.

**COMMITTEE CHAIR/FULL COMMITTEE**

Candidates should remember the following things when selecting a Supervising Committee:

1. The Dissertation Committee must have three or more members.
2. The chair must be from Georgia Southern University and a member of the College of Education (COE) faculty.
3. At least one member of the committee must be an EDLD faculty member.
4. It is strongly recommended that one member of the committee serve as methodologist. The methodologist may also be the chair, though we don’t recommend that. Most chairs will not accept both positions. In any event, the committee will have three or more members.
5. The third member may come from other Colleges within the University or even outside the University. Many candidates will ask faculty members from other organizations to serve on his/her committee. If this is done, a Vita must be obtained from the member outside of GSU that the candidate wants to serve; that information should be emailed or delivered to your Chair. The doctoral candidate should also include a one-paragraph rationale along with the Vita indicating what benefit the individual will bring to the committee and the study. You should also attach the Vita electronically and appropriate Graduate Nomination form to the EDLD Doctoral Program Director with explanation. He/She will approve and forward forms along the way. This must be done when the supervising committee is approved and well in advance of your next defense.

The request for a dissertation committee chair should be extended in the last part of the last Tier II course. The chair of the Supervising Committee must meet all requirements established by the Averitt College of Graduate Studies for directing doctoral dissertations, including graduate faculty status. Care should be made by the candidate to match his or her
personality type and research interest with a suitable major professor (Supervising Committee Chair). A complete list of College of Education faculty along with research interests may be found on the Leadership, Technology, and Human Development website. It is up to the faculty member as to whether he or she has the interest in the research topic and he or she, along with that professor’s Department Chair, must determine if they have the time to work effectively with the candidate.

The supervising committee will consist of a major professor, who will serve as the Supervising Committee Chair, and two or three additional members. The candidate and Chair should decide jointly who should be invited to comprise the remaining committee membership. Committee membership will follow program-specific guidelines. Qualified faculty and others who are external to the program, department, or college should be considered for committee membership. All members of the committee must have graduate faculty status approved by the Averitt College of Graduate Studies. To approve a non-affiliated person (non-GSU faculty member) as a dissertation committee member, the Committee Chair must submit the nominee’s current Vita along with the appropriate Graduate Faculty Nomination form to the EDLD Doctoral Program Director who will then forward the request to the Graduate College Dean. A nominated non-affiliated person must have distinguished credentials in the student’s research topic field of study. Additional information regarding Doctoral Committee membership is found in the College of Graduate Studies’ current Handbook for Graduate Program Directors.

**DUTIES OF THE SUPERVISING COMMITTEE**

The Supervising Committee Chair has the primary responsibility for guiding the candidate’s research. This is the student’s main point of contact. At times, the committee chair may direct the student to consult with other members to draw upon their expertise in relevant areas. The Supervising Committee’s function is to assist with and approve the research endeavors of the student and to conduct all doctoral examinations, particularly the final oral dissertation defense. The Supervising Committee is charged with approving a subject for the dissertation, approving the preprospectus and prospectus, ultimately approving the completed dissertation, and approving the student's oral defense of his/her research. The Committee will advise the candidate of the skills and levels of understanding required for satisfactory completion of all degree requirements.

**CHANGE OF THE SUPERVISING COMMITTEE**

There are times when a doctoral candidate may wish to change his or her Supervising Committee membership. That is a decision that should be reached by not only the candidate but also the Chair of the Committee as well. A formal process must be followed in order for any committee member to be removed from and/or replaced, and removal of a committee member should only occur with good cause. Committee members should not be replaced based solely on his/her challenge of the student’s work. If a doctoral student wishes to remove or replace a committee member, the student should first meet with the committee member out of professional courtesy and then promptly notify the member through receipt of a copy of the signed form. A word of caution: because of both professional courtesy and difficulty in finding a suitable committee member replacement, the candidate should proceed with extreme caution in replacing a committee member. The person being asked to replace a member should be advised by the candidate of the circumstances in advance.

If the committee structure is altered in any way, the candidate must submit a revised “Composition of Supervising Committee” form to the College of Graduate Studies with all appropriate signatures. Refer to the College of Graduate School website for...
more information regarding Committee requirements.

**LINES OF COMMUNICATION AND PROCEDURES**

Doctoral students should contact the following individuals with their questions within the department in the following order: advisor (1st), doctoral program coordinator (2nd), and department chair (3rd). Department personnel should clarify information as needed with Associate Dean of COGS in order to be better prepared to answer student questions. COGS will help address issues related to Graduate Admissions including:

- Requiring all application materials to be due by established application deadline, including transcripts, etc.
- Placing notification of writing sample or interview requirement on the Graduate Admission checklist so students can acquire that information while checking application status.

Both students and their advisors may use the checklist within this Handbook to guide students through the program. It is always prudent to reconfirm all procedures/deadlines with COGS as well as the program coordinator. Students will work with their faculty advisors to determine the appropriate courses to transfer from accredited graduate institutions; an amended Program of Study Form will be required by COGS to make the appropriate changes in Degree Works. Committee chairs and department chairs may use Adobe Acrobat Pro to electronically sign forms related to students in an EdD program.

Doctoral students holding a level 5 certificate may apply for a certificate upgrade after completing all course work and passing the Candidacy exam. To apply, print out the Alternate Level Six Certification Option Form and fill it out completely using black ink. Forward the completed form to the Graduate Academic Services Center. The Center will verify that requirements have been met and forward the Alt-6 form to COGS for approval. Upon approval, COGS will then mail the completed form to the student. The student or student’s school system should then forward the Alt-6 form along with a completed Certification Application to the PSC.
PROGRAM OF STUDY

A Program of Study (POS) based on a minimum of sixty-nine (69) semester hours (including a minimum of 9 dissertation hours (EDLD 9999 for dissertation credit) beyond the master's degree must be submitted to the Doctoral Program Coordinator by the end of the candidate’s first Tier II (Cohort) course. The submission and approval by the Jack N. Averitt College of Graduate Studies of the candidate’s POS will insure that the candidate knows at the outset of the cohort program (Tier II courses) about whether all requirements will have been met in a timely manner. The Program of Study must show all graduate courses relevant to the EdD program (including Specialist’s and transfer credit), not just courses satisfying minimum degree requirements. A minimum of nine (9) semester hours of dissertation credit must be included in the program of study. Appropriate information regarding the Program of Study can be located in Degree Works. Students should regularly review their POS to insure they are meeting programmatic requirements in a timely manner.

Sixty-nine (69) semester hours (minimum) are required for the EDD in Educational Leadership, broken down like this:

- 30 semester hours of Tier I courses. Tier I courses are courses beyond the Masters Degree and can be met through an EDS Program in P-12. Higher Education focus students will complete all 30 credit hours through Tier I courses. All courses must be at the 6000 level or above. Any class at the 6000 level or above will count, provided that the course has not already been used to satisfy your Master’s Degree requirement.
- 30 semester hours of Tier II courses. Tier II courses are the cohort courses prescribed by Georgia Southern University (all are 9000 level courses reserved for doctoral candidates only). All courses must be taken at Georgia Southern University.
- 9 semester hours minimum of Tier III courses (EDLD 9999). Tier III courses are hours taken during the writing and defense of the dissertation.

All Tier II and Tier III courses must be taken at Georgia Southern University (GSU) as prescribed on the Doctor of Educational Leadership Program of Study. Tier I courses may be completed at GSU or elsewhere. Leadership courses are encouraged at the Tier I level. Tier I courses can be satisfied through an EDS Program for P-12 students, but the 30 semester hours required for Tier I do not have to be part of a formal program.

TIER I: HIGHER EDUCATION LEADERSHIP/ADMINISTRATION PROGRAM OF STUDY

Tier I: Completion of the non-degree, non-certification track in Higher Education Administration program (30 graduate credit hours). This pathway will satisfy requirements of Tier I Candidates should follow the Program of Study as prescribed here:

Required Research Core (3 Courses or 9 Credit Hours)
EDUR 8131 - Educational Statistics I (3) (Pre-Requisite to EDUR 8434)
EDUR 8434 - Field-based Educational Research (3) (Pre-Requisite to EDLD 8839)
EDLD 8839 - Directed Research in Educational Leadership (3) (Taken in Final Semester of Tier 1 Program)

Leadership Core (3 Courses or 9 Credit Hours)
EDLD 8135 - Educational Planning (3)
EDLD 8436 - Grants Development/Administration (3)
ITEC 8435 - Program Evaluation (3)

Higher Education Professional Core (Select 4 Courses or 12 Credit Hours)
EDLD 7431 - Higher Education Administration (3)
EDLD 7432 – History of American Higher Education (3)
EDLD 8431 - Higher Education Law (3)  
EDLD 8432 - Higher Education Finance (3)  
EDLD 8433 - Higher Education Governance (3)  
EDLD 8435 - Higher Education Policy (3)  
EDLD 8439 - Politics of Higher Education (3)

Substitutions may be authorized with the advisor’s approval.

This is not a cohort model and you are free to take classes in any order and any amount per semester although most students do 2 classes per semester. The only caveat to this is the Required Research Core Component. Please note that EDLD 8839 is the last class you take in your overall Program of Study. Then EDUR 8434 is a Pre-requisite to EDLD 8839 and then EDUR 8131 is a Pre-requisite to EDUR 8434. As students complete their Program of Study, they should plan accordingly to complete these classes in the order indicated here.

**TIER I: EDUCATIONAL LEADERSHIP – 33 HRS PROGRAM OF STUDY**

For Students Holding Level 5 (or NL-5) Certification and Seeking PL-6 Certification. The Program is a Fall or Spring admission program which is administered through the Cohort Process. The Residency is a performance-based internship, which is guided cooperatively by the university and the school/district partner. Candidates should follow the Program of Study as prescribed below:

**Prerequisites**
EDUR 7130 - Educational Research (3)  
EDUR 8131 - Educational Statistics I (3)

**Semester I (Fall) 6 Hours**
EDLD 8630 - Planning for Change (3) *
EDLD 8631 - Implementing Change (3) *

**Semester II (Spring) 6 Hours**
EDLD 8632 - Organizational Culture (3) *
EDLD 8737 - Residency I (3) #

**Semester III (Summer) 9 Hours**
EDLD 8634 - Managing Operations and Processes (3) *
EDLD 8633 - Curriculum and Instructional Leadership (3) *
EDLD 8738 - Residency II (3) #

**Semester IV (Fall) 9 Hours**
EDLD 8635 - Leading School Renewal (3) *
EDLD 8739 - Residency III (3) * #
EDUR 8434 - Field-based Educational Research (3)

**Semester V (Spring) 3 Hours**
EDLD 8839 - Directed Research in Educational Leadership (3)

* A Key Assessment will be a major component of this course’s requirements.
# On-site Performance-based Residency in a leadership position at either the building or district level. The Residency will span Spring, Summer, and Fall semesters as planned and directed by Beginning Leader Support Team.

**TIER II: P-12 PROGRAM OF STUDY**

Semester 1: EDLD 9331 Building Leadership Capacity  
EDLD 9631 Research Seminar I

Semester 2: EDLD 9332 Organizational Behavior in Education  
EDUR 9131 Doctoral Research Methods

Semester 3: EDLD 9333 Ethics in Educational Leadership  
EDLD 9433 Transformative Practice I

Semester 4: EDLD 9432 Evaluation of Educational Programs  
EDUR 9231 Qualitative Research Methods

Semester 5: EDLD 9435 Transformative Practice II  
EDLD 9632 Research Seminar II

**TIER II: HIGHER EDUCATION PROGRAM OF STUDY**

Semester 1: EDLD 9531 Leadership in Higher Education  
EDLD 9631 Research Seminar I

Semester 2: EDLD 9532 Higher Ed Resource Allocation & Deployment
EDUR 9131 Doctoral Research Methods

Semester 3: EDLD 9533 Globalization in Higher Education
EDLD 9534 Cognitive Issues in Higher Education

Semester 4: EDLD 9432 Evaluation of Educational Programs
EDUR 9231 Qualitative Research Methods

Semester 5: EDLD 9535 Executive Leadership in Higher Education
EDLD 9632 Research Seminar II

COURSES IN EDUCATIONAL LEADERSHIP - TIER I

EDLD 7090 - Selected Topics in Educational Leadership
Participants examine selected topics in the areas of P-12 and postsecondary administration and supervision. Focuses on the specialized needs of administrators, supervisors, and teachers.

EDLD 7132 - General School Administration
Participants are introduced to social and behavioral science theories and their applications in understanding school leadership precepts, governance issues, and organizational/structural requirements. Students experience the various dimensions of school administration from both the “theoretical” and the “practical” perspectives. Corequisite(s): EDLD 7737.

EDLD 7133 - School Law
Participants will examine legal principles impacting on public schools, federal and state relationships to public education, authority and liability of school boards, administrators and teachers, negligence and discipline.

EDLD 7234 - Instructional Supervision
Participants explore the difference and the relationship between supervision and administration, both at the building and district levels. Attention is specifically directed to curriculum, instructional practice, staff development, and staff evaluation.

EDLD 7235 - School Business Administration
Participants will develop an understanding of all aspects of school business functions, including school budgeting and accounting procedures, auditing, risk management, cash management, pupil transportation, school food services, management information systems, purchasing, and school facilities maintenance and operation.

EDLD 7236 - School Personnel Administration
Participants will examine the primary functions and processes of personnel administration in public school systems. Skills will be developed in recruiting, selecting, orienting, assigning, developing and evaluating school personnel. Legal constraints, including affirmative action, and employee rights will be included.

EDLD 7337 - The Principalship
Participants receive direction in developing the knowledge, skills, and dispositions required of instructional leaders within “today’s schools.” Students comprehensively and intensely experience the key dimensions of school administration from both the “theoretical” and the “practical” perspectives as a part of culminating experience in their Program of study. Prerequisite(s): A minimum grade of “C” in EDLD 7132, EDLD 7133, EDLD 7234, and EDLD 7737. Corequisite(s): EDLD 7738.

EDLD 7430 - American Higher Education
This course analyzes the evolution and organization of American higher education. Participants examine the dominant historical, philosophical, and social constructs that impacted American higher education. Consideration will be given to the roles and missions of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.
EDLD 7431 - Higher Education Administration
Overview of the evolution and organization of American higher education administration. Examines the dominant leadership and managerial themes shaping the nation’s system of post-secondary education. Considers administrative and management precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.

EDLD 7432 - History of American Higher Education
This course is an analysis of the historical evolution of American higher education. The course examines the conceptual belief that American higher education is a culmination of historical development which directly influences every aspect of higher education administration. Considers historical precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.

EDLD 7530 - The Democracy-Centered School Leader
This course will provide an introduction to educational leadership through a comprehensive overview of the field of Educational Leadership. Distributed leadership, as well as democracy-centered school leadership, will be studied as a means of leading schools in the 21st century. A wide variety of topics, such as school reform, district organization, organizational culture, school level processes, diversity and ethics, and pupil personnel services will be introduced from the perspective of democracy-centeredness. A major focus will be on dispositions of educational leaders. This course is aligned to the Georgia Board of Regents Principles, Organizational Culture, Relationship Development, and Performance Management and Process Improvement, and ELCC Standards.

EDLD 7531 - Legal and Ethical Issues in School Leadership
This course will provide candidates the opportunity to examine legal and ethical principles relating to managing operations and organizational culture of schools. Candidates in the course will study legal and moral liability of school boards, administrators, and teachers. The goal is to provide school leaders awareness and understanding of their ethical and legal obligations in leading schools with a commitment to serving and providing access to schooling for all, including students, teachers, and parents from all walks of life. The school leader will examine issues concerning local, regional, state, and federal laws and guidelines that may impact the educational leader's efforts to develop a legally sound and ethical educational institution. The Code of Ethics for Georgia Educators provides a core ethical system for democracy-centered school leaders. This course is aligned to the Georgia Board of Regents Principles, Managing Operations, and ELCC Standards.

EDLD 7532 - Empowering Human Resources
This course will provide an overview of the system of human resources, including recruiting, selecting, maintaining, and developing school personnel in the democracy-centered school. Candidates will explore, demonstrate, and evaluate the relationships between administrators and other school personnel with an emphasis on empowering human resources in educational settings. Human resources processes, procedures and techniques used to facilitate the attainment of state, school district and school educational visions, missions, goals and objectives will be reviewed and analyzed. A focus on cultural, legal, and ethical issues involved in leading productive teams in democracy-centered schools will be articulated and demonstrated in this course. This course is aligned to the Georgia Board of Regents Principles, Organizational Culture, Professional Learning and Development, and Relationship Development and ELCC Standards.
EDLD 7533 - Mobilizing Communities
This course is designed to provide the beginning administrator with the knowledge, skills, and dispositions essential for democracy-centered school leaders in communicating with various publics. Sensitivity to multicultural needs and an understanding of all communities—both internal and external—provide a foundation for the democracy-center school leader to provide means of access to the school’s systems. Interacting with internal and external publics as a key role in school leadership will be explored and practiced through readings, discussions, seminars, and field-based experiences for the purpose of mobilizing communities in support of teaching and learning. This course is aligned to the Georgia Board of Regents Principles Relationship Development and ELCC Standards.

EDLD 7534 - Leading Innovation and Change
This course will focus on knowledge and skills of leading innovation and change. Candidates will understand how problem solving and decision making may be utilized in support of innovation, change, learning, and teaching. Stages of innovation and change will be explored in the school/district setting. This course is aligned to the Georgia Board of Regents Principles (Leading Change) (Relationship Development) and the ELCC Standards.

EDLD 7535 - Using Data in Leadership for Learning
This course provides educational leaders with knowledge, skills, and application of data in the school improvement process. The 21st century accountability-driven, educational environment requires that educational leaders make conscious and informed adaptation of their practices to build meaningful educational practices to impact student outcomes. Among key competencies that educational leaders need to successfully harness, manage and implement educational change efforts leading to student outcomes is through the use of educational data. This course builds such competencies by equipping candidates with the knowledge, skills and dispositions needed to identify, navigate, discuss, explain, analyze, interpret, and communicate school, district, state, and national educational databases appropriate in school development and improvement processes. Major topics to be covered, among others, include: accountability and leadership dilemmas in using data in leadership for learning; skills and strategies for building school and classroom data to engage and lead data analysis team; using data to identify trends in educational outcomes of students from disadvantaged background; integrating local, state and national data in school improvement process; and summarizing, reporting and communicating educational data with major partners and stakeholders. This course is aligned to the Georgia Board of Regents Principles, Assessment and Data Analysis, and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDUR 7130 and EDUR 8131.

EDLD 7737 - Supervised Field Experience I
Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour introductory block for the masters in educational leadership that includes experiences in the daily operations of schools.

EDLD 7738 - Supervised Field Experience II
Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour culminating block for the masters in educational leadership that includes experiences in the daily operations of schools.

EDLD 8130 - Educational Evaluation
Participants will consider educational evaluation from a theoretical and practical perspective. Emphasis is placed upon the application of evaluation theories, designs, models and techniques for use at the classroom, school center, and school district levels.
EDLD 8135 - Educational Planning
This course examines concepts and theories relating to various forms and approaches of planning at the school district and postsecondary educational levels. Emphasis is placed on specific skills to perform educational forecasting and management techniques to plan for future events.

EDLD 8136 - Educational Facilities
This course examines the concepts, procedures, and importance of facilities planning for schools, colleges, and universities. Participants will learn the practical skills of facility inventory, needs assessment, and evaluation. The course covers major aspects of institutional facilities planning at the elementary, secondary, and postsecondary levels.

EDLD 8230 - The Curriculum Leader
Participants will acquire the knowledge and skills necessary to make appropriate decisions regarding the development of curriculum at the school and district levels. They will also consider ways in which the school's curriculum is shaped by, and in some cases influences, current social issues.

EDLD 8430 - School Finance
Participants examine major principles of educational finance, particularly as they relate to the funding of American public education. State and national models of educational finance are introduced and discussed. An effort is made to develop skill as an interpreter of fiscal policy. Participants will study tax structures in Georgia and elsewhere. Alternative sources of school funding are also reviewed.

EDLD 8431 - Higher Education Law
Explores basic legal precepts and their application to institutions of higher education, primarily using the case study method and discussion. Covers such topics as constitutional mandates of due process and equal protection, non-discrimination in employment and educational programs, privacy and openness, contractual relationships with students, tenure and academic freedom, and faculty governance.

EDLD 8432 - Higher Education Finance
Fiscal management and budgeting practices applicable to higher education institutions are the focus of this course. It is intended for persons seeking a working knowledge of budget development, financial management, and fiduciary control in vocational/technical schools, two-and four-year colleges, and universities.

EDLD 8433 - Higher Education Governance
Examines the organizational dynamics of higher education institutions as well as traditional and emerging managerial patterns. The use of organizational models and paradigms enables participants to analyze a variety of contemporary issues and situations in higher education settings.

EDLD 8434 - The Community College
Examines the educational mission of the two-year postsecondary institution (vocational/technical institutes and community college). Particular emphasis is given to the philosophical, pedagogical and organizational underpinnings of two-year institutions with concentration on their historical development, student clientele, and educational mission. Prerequisite(s): Admission to Tier I doctoral study in Educational Leadership.

EDLD 8435 - Higher Education Policy
Examines policy-formation processes in higher education institutions. The skills of policy analysis and policy development, the identification of policy issues appropriate for study at these institutions, and the relationship of policy to all other areas of administration are considered.

EDLD 8436 - Grant Development/ Administration
Students will learn the methods and processes of project development, funding source development, and proposal writing. All grants and proposals developed during the course will be submitted to
various foundations and/or government agencies for possible funding.

**EDLD 8438 - Organizational Leadership**
This course deals with the major conceptual frameworks for understanding human behavior within complex educational organizations, the competencies required for effective educational leadership and the major functions of organizational theory and management applied to education. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.

**EDLD 8439 - Politics of Higher Education**
This course explores the myth that politics and American higher education exist in separate worlds. Participants will examine the current “press” for institutional change and its political implications for two-year colleges, four-year colleges, and comprehensive universities. Manifestations of political influence systems at the federal and state levels will also be considered.

**EDLD 8531 - School Public Relations**
Participants will learn how to conduct good school public relations with both internal and external publics. Topics include school publications and press releases, working with the media, speaking and listening skills, the community school and volunteers and key communicators. The practitioner oriented course emphasizes hands on activities, simulations, etc. and should be beneficial to all school personnel, especially those in teacher leadership, administrative, or supervisory roles.

**EDLD 8532 - Policy Studies in Schools**
Participants will examine policy development, implementation and evaluation at the federal, state and school district levels. Includes the skills of policy analysis and policy development, the identification of issues appropriate for policy review at the school-site and school-district levels. Considers the policy-related roles of the school administrator.

**EDLD 8533 - Politics of Public Education**
The myth that politics and education exist in separate worlds is examined in this course. Participants will review the recent waves of educational reform in terms of their political implications for educational decision makers. Manifestations of overt political behavior and the “press” of politics at the federal, state and local levels will also be reported.

**EDLD 8534 - The Superintendency**
Participants will acquire an understanding of the knowledge and skills required to function in today's highly complex and dynamic superintendency. Major consideration will be given in the areas of leadership, visioning, planning, goal setting, operations management, risk management and interpersonal relationships.

**EDLD 8630 - Planning for Change**
This course will serve as the introductory course to the EdS Program in Educational Leadership. The course will focus on issues that democracy centered leaders may face relative to high expectations and school/community relations as part of planning for change. While the focal point will be on how the democracy-centered leader plans for meaningful change in education, the change will be in context with human dynamics and relationships. Participants will examine cultural, ethical and interpersonal issues that affect school climate and resistance to significant change in a democracy-centered school culture. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (7) Performance Management, (9) Leading Change, and (10) Relationship Development and ELCC Standards 1-6. Corequisite(s): EDLD 8631.

**EDLD 8631 - Implementing Change**
This course will focus on leading change by having the participants apply change theory in initiating a change effort in the educational setting. After a
review of structural and post-structural perspectives, candidates will identify a need with special attention given to the relationship of the change effort to the organizational vision. Candidates will be coached on tools and processes used in implementing change to address the need, as well as coached on how to monitor progress of the change initiative. Skills of leading change will be demonstrated through simulations and lab activities. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district/school level. This course is aligned to the Georgia Board of Regents Principles (7) Performance Management and (9) Leading Change and ELCC Standards 1-5. Corequisite(s): EDLD 8630.

EDLD 8632 - Organizational Culture
This course will focus primarily on components of organizational culture, including curriculum and instruction, the technical “core” of the school/district and leadership. Distributed leadership within the culture of high academic expectations will be examined, as well as school/district climate issues associated with “fluid leadership.” A major emphasis will be on conflict management and motivational strategies for students, faculty/staff. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (5) Organizational Culture and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDLD 8630 and EDLD 8631. Corequisite(s): EDLD 8634 and EDLD 8738.

EDLD 8633 - Curriculum and Instructional Leadership
This course is designed for the beginning principal/district level administrator to demonstrate best practices in leading curriculum and instruction in the democracy-centered educational setting. The candidates in the course will implement strategies to facilitate curriculum wisdom. Candidates will also identify research-based best practices and strategies in effective schools. Candidates will be immersed in instructional supervision of teaching and learning, including assessment for learning. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (1) Curriculum (2) Instruction and ELCC Standards 1,2,3, and 5. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632; a minimum grade of "S" in EDLD 8737. Corequisite(s): EDLD 8634 and EDLD 8738.

EDLD 8634 - Managing Operations and Processes
This course will provide candidates with an in-depth look at the essential day-to-day operational management of the school/system, as well as features of day-to-day processes that impact teaching and learning, such as attendance, parent volunteer programs, professional learning programs, the hiring process, staff scheduling, etc. Fiscal policies and procedures will be analyzed from the perspective of aligning resources with instructional priorities. The physical site, including grounds and buildings, will be analyzed from the perspective of state, system, and local school rules, policies, and procedures, as well as aligning the use of facilities with instructional priorities. The course will provide an overview of the safe, orderly and engaging learning environment, as it relates to day-to-day operations. Working conditions will be examined from a best practices perspective. The beginning principal/district office administrator will understand, practice, and implement strategies to facilitate professional learning in a high performing school, where teaching and learning needs define facilities and resource needs. Candidates will identify barriers and interventions to professional learning and development, especially as professional learning relates to operational procedures. The course will emphasize current problems in the management of the learning organization, including, but not limited to, diversity, ethical leadership, politics, and policy in today’s global society. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3
performance-based at the district or school level. This course is primarily aligned to Georgia Board of Regents Principles (8) Managing Operations and Processes and ELCC Standards 2, 3, 5. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632. Corequisite(s): EDLD 8633 and EDLD 8738.

EDLD 8635 - Leading School Renewal
This course allows candidates to develop the knowledge, skills and disposition needed to implement successful school improvement and allow them to lead such process in their own school or school district. Successful school improvement under state and federal mandates requires major and dramatic change in a limited timeframe. Major topics to be covered, among others, include elements of successful school improvement process; benchmarking and correlates of successful schools; building the capacity for change through effective and focused program of staff development; leading the school improvement effort by engaging teachers, faculty, parents, and community members; dealing with barriers against the school improvement process; utilizing technology in school improvement process to improve student outcomes; assessing the school improvement process to identify progress and gaps in student learning; building appropriate school culture for sustainable and lasting school improvement process. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is primarily aligned to the Georgia Board of Regents Principles (1) curriculum (2) instruction (3) assessment and (4) data analysis and ELCC Standards 1,2,5,6. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of "S" in EDLD 8737 and EDLD 8738. Corequisite(s): EDLD 8739 and EDUR 8434.

EDLD 8735 - Higher Education Practicum
Participants complete a supervised field experience under the direction of a practicing higher education administrator or supervisor.

EDLD 8737 - Residency I
This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance–based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDLD 8630 and EDLD 8631. Corequisite(s): EDLD 8632.

EDLD 8738 - Residency II
This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll
in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of "S" in EDLD 8737. Corequisite(s): EDLD 8633 and EDLD 8634.

EDLD 8739 - Residency III
This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of "S" in EDLD 8737 and EDLD 8738. Corequisite(s): EDLD 8635.

EDLD 8830 - Directed Study in Educational Leadership
Participants propose and carry out an independent research project. Projects may be in the areas of P-12 or higher education administration and/or supervision. The approved project will address the specialized preservice/inservice needs of the participant. Prerequisite(s): Instructor permission.

EDLD 8839 - Directed Research in Educational Leadership
Participants complete a fully formulated study in the area of Educational Leadership or supervision, and orally defend a written report descriptive of that study. Prerequisite(s): A minimum grade of "C" in EDUR 7130, EDUR 8131, and EDUR 8434 or equivalents.
EDLD 9231 - Administrative Theory
Examines the nature of social science theory and its relation to the study of administrative practice in educational organizations. Theories are applied discretely and in combination, complex bodies of theoretical knowledge are assimilated and appropriate applications of theory in field research are considered. Participants directly apply theories in the conduct of research reviews of problem areas that integrate theoretical and practical knowledge in applicable ways. Prerequisite(s): Admission to Tier II doctoral study in Educational Leadership.

EDLD 9232 - Decision Making/Problem Solving
Participants will be introduced to the dominant philosophical, organizational and managerial themes that support advanced study in the analysis of problems and theory concerning decision making, as well as, practical applications. The focus of this course is on a theoretical and research-based approach to the examination of decision making and problem solving in complex educational organizations. Prerequisite(s): Admission to Tier II doctoral study in Educational Leadership.

EDLD 9233 - Leadership Theory
The integration of knowledge from previous seminars is the primary focus of this course. Students will apply multiple strategies and frames for understanding and interpreting individual and organizational behaviors of leaders. Connections between administrative theory, problem solving and decision making will be analyzed to explain leadership styles, traits and behaviors. Strategies and processes educational leaders use in developing and maintaining a current awareness of the status of their respective organizations are carefully considered. Prerequisite(s): Admission to Tier II doctoral study in Educational Leadership and successful completion of EDLD 9231 and EDLD 9232.

EDLD 9234 - Doctoral Seminar
This course explores the rationale for pursuing a doctorate in Educational Leadership within the context of personal preferences, professional competencies and organizational politics. Students are provided an orientation to the doctoral program in Educational Leadership in anticipation of the tremendous demand for performance. Students enhance group participation skills, professional writing competences, analytical ability within a structured collegial environment. The primary context for the course is the history of Educational Leadership. Prerequisite(s): Admission to Advanced Doctoral Study.

EDLD 9235 - Contemporary Issues in Educational Leadership
This course examines the two extremes of doctoral study. At one end the student must analyze and synthesize the historical precedents that have provided direction to Educational Leadership, particularly in their research area. At the other end the student must hypothesize and conceptualize the current issues that are impacting administrators in complex educational institutions. Such a synthesis will provide guidance in a research agenda and ultimately in dissertation development. Prerequisite(s): Admission to Advanced Doctoral Study (Tier II).

EDLD 9236 - Diversity and Ethics for Educational Leaders
Focuses on issues that educational leaders may face relative to diversity and ethics. Examination of issues concerning race, sex, gender, class, and other special needs that may impact the educational leader's efforts to develop an ethical educational institution.

COURSES IN HIGHER EDUCATION LEADERSHIP – TIER II

EDLD 9531 – Leadership in Higher Education
This course is planned for current and prospective leaders who seek to learn more about leadership in higher education in this new global era. Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. In addition, students will read about or hear first person accounts of leaders’
experiences in higher education administrative roles. Participants will be asked to relate course material to their own current experience and personal goals. The ultimate goal of the course will be to create a personal knowledge base from which to create a plan for developing or refining one’s own leadership outlook as a current or prospective professional in higher education administration.

EDUR 9631 Research Seminar I
EDUR 9632 Research Seminar II
These courses are designed to help prepare the student researcher to write the doctoral dissertation. The first seminar focuses on the development of a research topic, the statement of the problem, the research questions, and a brief outline of methodology. The second seminar examines the importance of the study, the study limitations, and a brief review of the literature.

EDLD 9532 – Higher Education Resource Allocation
Emphasis on financial policies, planning, and budgeting; allocation; financial analysis and management, patterns of expenditure, sources of income, including grantsmanship, philanthropy and fundraising. Relationship between educational objectives and resource allocation.

EDUR 9131 - Doctoral Research Methods
This is the first course in the doctoral inquiry sequence. Participants engage in an applied research project that updates their understanding of research procedures (hypothesis generation, sampling theory, instrument construction, methodology, tests and measurements, and descriptive and inferential statistics). Emphasis is on the “hands-on” application of advanced inquiry skills. Prerequisite: Doctoral admission

EDLD 9533 – Globalization in Higher Education
Candidates will explore the social, educational, economic, and political structures of globalization and the resulting impact on the vision and mission for higher education. Candidates will review major works on how higher education around the world has changed as a result of globalization and how higher education in the US will meet the challenge to internationalize. Participants will focus on analysis of educational issues on a worldwide basis with opportunities to focus on a particular country. Analysis of qualitative research methods as used in cross-cultural and comparative education studies.

EDLD 9534 – Cognitive Issues in Higher Education
This course will explore and critically examine recent scholarly writing and research on teaching and learning in higher education. Topics will include recent developments in adult education theory, innovations in curriculum design and delivery, best practices in college teaching, student support, and assessment.

EDLD 9432 – Evaluation of Educational Programs
Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners to enhance organizational performance, address quality improvement, or improve school curricula by assessing the effectiveness of endeavors.

EDUR 9231 Qualitative Research Methods
Examines a broad survey of major styles of qualitative/descriptive research, as well as, attention to the major field work techniques and problems associated with conducting qualitative research.

EDLD 9535 – Executive Leadership in Higher Education
This course will examine the theoretical approaches that define and describe various elements of academic and student affairs environments. Emphasis will be placed on executive-level positions in academic and student affairs administration in postsecondary institutions (e.g., department heads, deans, vice presidents) encompassing the knowledge and skills for current and future leaders in higher education. This course will include analysis and interpretation of research
related to higher education, with implications for application of findings for improvement of colleges and universities.

**Courses in P-12 Education Leadership – Tier II**

**EDLD 9331 – Building Leadership Capacity**
This course focuses on building individual and district leadership for effective schools. Candidates will examine leadership behaviors and dispositions from theoretical perspectives to identify ways individual leadership contributes to the development of vision and accomplishment of mission in a school/district setting. Given that leadership is a values-laden profession, dispositions of leadership candidates will be assessed and examined. Effective leadership behaviors in promoting learning and high performance schools will be considered in light of leadership selection, development, and succession planning. A major component of the course will require development of a personal action plan to guide candidates to implement distributed leadership model within a school/district.

**EDUR 9631 - Research Seminar I**
**EDUR 9632 - Research Seminar II**
These courses are designed to help prepare the student researcher to write the doctoral dissertation. The first seminar focuses on the development of a research topic, the statement of the problem, the research questions, and a brief outline of methodology. The second seminar examines the importance of the study, the study limitations, and a brief review of the literature.

**EDLD 9332 – Organizational Behavior in Education**
In this course, candidates will review theoretical assumptions and empirical studies in organizational behavior in education. Candidates will be able to describe how assumptions/empirical claims have led (or not led) to dominant structures in American schools (political, economic, and legal dimensions). From the study of three perspectives of organizational culture, including integration, differentiation, and fragmentation, candidates will explore the usefulness of the three-perspective approach in analysis of their school/district culture. In addition, candidates will understand organizational identity to acquire skills to lead school/district to adapt to problems, performance expectations, and global challenges from the external environment that affect culture. Finally, approaches to help manage and change organizational culture will be assessed for utility in school/district settings.

**EDUR 9131 - Doctoral Research Methods**
This is the first course in the doctoral inquiry sequence. Participants engage in an applied research project that updates their understanding of research procedures (hypothesis generation, sampling theory, instrument construction, methodology, tests and measurements, and descriptive and inferential statistics). Emphasis is on the “hands-on” application of advanced inquiry skills. **Prerequisite:** Doctoral admission

**EDLD 9333 – Ethics in Educational Leadership**
This course is designed to prepare school leaders to identify and analyze ethical issues in education, with emphasis given to the role of the school leader in fostering an ethos of social justice in diverse communities. The course includes a survey of ethical theories and models for ethical decision making, with candidates identifying and resolving ethical dilemmas from their own professional experiences.

**EDLD 9434 – Transformative Practice I**
This course sets the foundation for transformative practice in schools/districts. Candidates will study transformational leadership in context of change models, explore ethical decision making in improving schools within, and acquire skills to assess school/district functions in preparation to leading change. In addition, candidates will demonstrate skills in overcoming obstacles in the change process. The course will treat the development and application of transformative
practice as requiring foundational knowledge and skills in five areas: 1) distinguish a transformational leadership approach from other leadership approaches; 2) understanding the instructional leadership change process as dual challenge of both organizational and individual growth; 3) assessing school/district/stakeholder readiness for change; 4) assessing dispositions underlying leadership behaviors; 5) overcoming obstacles. Candidates will design an instructional leadership change project using one school/district’s performance data to implement. In Transformative Practice II, candidates will present the instructional leadership change project after a year of implementation.

EDLD 9432 – Evaluation of Educational Programs
Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners to enhance organizational performance, address quality improvement, or improve school curricula by assessing the effectiveness of endeavors.

EDUR 9231 - Qualitative Research Methods
Examines a broad survey of major styles of qualitative/descriptive research, as well as, attention to the major field work techniques and problems associated with conducting qualitative research.

EDLD 9435 – Transformative Practice II
In this course, candidates will be responsible for describing their instructional leadership change project assigned in Transformative Practice I. The candidate will be expected to describe the working relationship with a school/district to lead change (instructional improvement of a targeted need, a specific process, or function within school/district) based on analysis of school/district’s performance data. Candidates will be expected to describe how they are leading instructional change in school/district (following assessment of performance data) by: assessing school’s readiness for change; analyzing stakeholders and their needs associated with change; planning for early wins for school/stakeholders engaged in change process; minimizing resistance and planning for change consequences; using collaborative teams in process; and implementing change to improve targeted need or specific process or function. The core requirement of the course is to complete the transformative leadership project and report a description of: 1) how performance data led to identification of improvement initiative; 2) how the candidate led the school/district through the improvement process, including implementation of the change; 3) an evaluation of the impact of the process and specific change on both the organization and self; and, 4) recommendations for continuous monitoring and improvement. In addition, in class, each candidate will serve as a member of leadership practice community, where he/she will be expected to evaluate peer projects to make theory-based and evidence-based recommendations for continuous improvement. The candidate will be expected to present his/her change project at a local, state, national, or international conference and/or submit a paper to an appropriate journal for consideration for publication.

EDLD 9231 - Advanced Administrative Theory
This course examines the nature of social science theory and its relation to the study of administrative practice in educational organizations. Theories are applied discretely and in combination. Complex bodies of theoretical knowledge are assimilated and appropriate applications of theory in field research are considered. Participants directly apply theories in the conduct of research reviews of problem areas that integrate theoretic and a theoretic knowledge in applicable ways. Prerequisite: EDD admission.

EDLD 9232 - Decision Making and Problem Solving
Participants discuss and analyze problem solving and decision making models to improve their skills in these areas. Initial emphasis is on a detailed critique of various rational-systematic problem-solving models (e.g., systems analysis, operations research, force-field analysis, statistical and policy sciences approaches). Students will be required to
identify and develop solutions to real problems in actual school settings and to delineate techniques for assessing the consequences of their decision alternatives and decision outcomes. **Prerequisites:** EDLD 9231.

**EDLD 9233 - Leadership Theory**
This course integrates knowledge from previous seminars. Students will apply multiple strategies and frames for understanding and interpreting individual and organizational behaviors of administrators. Connections between what participants know about administrative theory and problem solving and decision-making will be analyzed to explain why some leader styles are more productive than others. Strategies and processes educational leaders use in developing and maintaining a current awareness of the status of their respective organizations are carefully considered. **Prerequisites:** EDLD 9231 and EDLD 9231.

**EDLD 9234 - Doctoral Seminar**
This course is designed to provide the students with the necessary background and conceptual information to begin doctoral studies. Content from a variety of sources and students are provided with the opportunity to begin practicing skills of writing and concentrated reading. Students also examine options relative to possible dissertation topics and develop seminar skills that will be critical to the successful completion of the doctoral program.

**EDLD 9235 - Contemporary Issues in Educational Leadership**
This course examines the two extremes of doctoral study. At one end the student must analyze and synthesize the historical precedents that have provided direction to Educational Leadership, particularly in their research area. At the other end, the student must hypothesize and conceptualize the current issues that are impacting administrators in complex educational institutions. Such a synthesis will provide guidance in a research agenda and ultimately in dissertation development.

**EDLD 9236 - Diversity and Ethics for Educational Leaders**
This course focuses on issues that educational leaders may face relative to diversity and ethics. In the course, examination of issues concerning race, gender, class, and other special needs that may impact the educational leader’s efforts to develop an ethical educational institution will be a focus.

**DISSERTATION COURSEWORK (9 SEMESTER HOURS MINIMUM)**

**EDLD 9999 - Dissertation Research**
This is the terminal course in the doctoral program that interfaces with all prior content, cognate, and inquiry coursework. EDLD 9999 provides students with structured access to their supervising committee chairs and progressively to their supervising committees while working on dissertation-related activities. Students must have completed all group-executed field-inquiry activities and successfully defended their dissertation prospectuses. EDLD 9999 may be taken for from one to three credits per semester for a required minimum of nine semester credits. Doctoral students will register for EDLD 9999 in their Major Professor’s course section as listed in the online semester schedule. **Prerequisites:** Admission to EDD degree candidacy.

**NOTE:** Students must be enrolled for a minimum of three hours of EDLD 9999 credit in any semester when using university facilities or faculty time.
A comprehensive written examination is required at the completion of the Tier II courses included in the Program of Study. Candidates must be registered for at least three (3) semester hours credit during the semester the Candidacy Exam is taken. Candidates are required to take the Candidacy Exam at the appointed time. The Candidacy Exam will be arranged with all potential students near the completion of EDLD 9632 through the Doctoral Program Director. This will typically occur within the first few weeks following the completion of the last cohort class. Under extenuating circumstances, a candidate may defer the Exam after obtaining permission from the Doctoral Coordinator, but in any event, the examination must be taken no later than two semesters following the completion of academic coursework. Any candidate given permission for deferral will take the exam at the next regularly scheduled Candidacy Exam administration – typically at the end of the next semester. The Doctoral Program Coordinator may give special permission for an earlier examination in these instances. The candidate must take and pass the Candidacy Exam before being formally admitted to Degree Candidacy. Under no circumstance will the candidate be allowed to begin dissertation defense until successfully passing the Candidacy Exam. Similarly, a candidate may not take the Candidacy Examination unless all the coursework specified on the Program of Study in Tier I and Tier II has been satisfactorily completed with a cumulative 3.5 or higher.

**Purpose of the Candidacy Examination**

Doctoral students at the end of their academic coursework must take the Candidacy Examination. The primary purpose is to give students an opportunity to

- Demonstrate their understanding of basic concepts beyond the final examinations taken in specific courses;
- Form and articulate opinions and concepts in areas of study;
- Use the methods of argument, presentations, conclusions, implications, applications, and organization as they synthesize knowledge from their studies;
- Illustrate their ability to integrate concepts from different areas; and to
- Integrate knowledge about their personal professional experiences.

This Candidacy Examination provides students the opportunity to synthesize knowledge at an advanced academic level upon reflection of content learned throughout their program of study. Each category represented in the Program of Studies is included in the examination, particularly general Educational Leadership as covered in the core courses. The Candidacy Examination is not simply another final examination on courses completed, but rather it reflects the ability of doctoral candidates to demonstrate an expansive knowledge of their field of study and the ability to synthesize the material learned during the program. Candidates are encouraged to analyze, criticize, and synthesize the material learned during their entire preparation program(s).

**Composition of the Written Candidacy Examination**

The written portion of the comprehensive examination consists of an opportunity for the student to demonstrate the knowledge, attitudes, aptitudes, and skills learned during the doctoral program. The Candidacy Exam is typically scheduled for a Saturday, held from 9 a.m. – 1 p.m. in the lab of the IRC located on the second floor of the College of Education building in Statesboro. Candidacy Exam questions will vary according to the candidate’s area of study – either in P-12 or Higher Education. The candidate will be given a disk or flash drive on which to save his or her responses. That disk or flash drive will be labeled and handed in at the end of the exam. The candidate will also be asked to print out his answers to the
exam questions, labeling each question, paginating, and making sure that his name is on each exam page. The exam is typically open book; that is, the candidate may consult library references, texts, and other materials and notes and may bring any notes with him or her to the exam for reference. Those taking the Candidacy Exam will not be allowed to access the Internet and will not be given extended time beyond the time prescribed. Each candidate will use a PC in the IRC lab (i.e. no one may use his or her own laptop or personal computer). No work may be saved or taken out of the lab.

**PASSING OR FAILING THE CANDIDACY EXAM**

Leadership faculty will notify the candidate of the results of the exam no later than three (3) weeks following the exam. Two evaluations are possible: pass or fail. Plagiarism will result in an automatic evaluation of “fail.” A student must take a formal oral examination if the written examination was not passed. The oral examination will be administered in accordance with procedures specified by the Educational Leadership program faculty.

The oral examination will be an inclusive examination within the student's field of study. Representative faculty members (typically three) of the program area must be present for the entire period of the comprehensive oral examination. These faculty members constitute the Examining Committee.

Following the oral examination, each member of the committee will cast a vote of "pass" or "fail" on each examination. A majority of positive votes are required in order for the candidate to pass the examination. The results of the oral examination will be reported to the Averitt College of Graduate Studies.

A candidate who fails the Candidacy Examination 2 times may not be allowed to continue to enroll in the program. Under no circumstance will the candidate be allowed to begin dissertation defense until successfully passing the Candidacy Exam and until all course work has been successfully completed. Results of the written Candidacy Examination will also be submitted to the Averitt College of Graduate Studies immediately following the examination.

**CANDIDACY EXAM REGISTRATION**

Since all candidates are required to take the Candidacy Exam at the prescribed time, no registration is necessary.

**EXAM PREPARATION**

Each candidate will have examination questions to respond to that will cover a myriad of other subjects of leadership concern, including legal and ethical issues, research (action and theoretical), personnel, leadership style and theory, reform efforts, and best leadership practices. Thorough preparation for the written Candidacy Examination is essential. Candidates are advised to save class notes and reading suggestions for each course taken and to review these as well as other reference work concerning Educational Leadership issues. Many candidates find it useful to organize study groups to share resources. While no study guide is provided, candidates are allowed to bring whatever materials they like into the exam. Neither electronic notes nor access to the World Wide Web are allowed.
A written doctoral dissertation is the major benchmark required in EDLD’s doctoral program. All candidates complete a dissertation based on a review of the literature and original research on a problem of practice related to educational leadership, student achievement, and school/university improvement. The primary goal of the dissertation is to generate applied knowledge that contributes to the understanding and improvement of educational practices, policies, or reforms. The dissertation is a contribution to the field that demonstrates the candidate’s scholarship, research skills, and insight into a particular problem. With its successful completion, we welcome the candidate into the community of scholar-practitioners who are dedicated to profound educational change.

The doctoral dissertation in Educational Leadership is a significant scholarly work that uses rigorous research methods in the study of educational problems and practices and the application of problem-solving strategies. The dissertation is expected to be based on one or more theoretical frameworks and to include a comprehensive review of relevant literature. The dissertation typically involves collection of empirical data, qualitative and/or quantitative analysis of these data, interpretation of the findings, discussion of their significance and implications, and recommendations of important areas for action as well as further study. Dissertation topics address significant problems related to educational leadership, student achievement, and systemic reform in P-12 schools/districts or higher education. Topics should be of compelling personal interest to the candidate and represent systemic challenges at schools, districts, or higher education. Faculty and mentors assist candidates in refining their topic into researchable, manageable questions from the start of the program.

In general, a dissertation for the Educational Leadership Doctoral Program should:

- Contribute to professional knowledge in the field and the improvement of P-12 schools/districts or higher education institutions, as well as candidate’s professional growth.
- Represent the candidate’s original investigation and writing, done in a spirit of authentic inquiry (not preconceived conclusions).
- Address a clear, significant topic in P-12 school or higher education in a systematic, rigorous manner.
- Place the study in the context of previous research and relevant theory.
- Use appropriate applied research methodology (qualitative, quantitative, or mixed methods) and action research approaches and techniques.
- Make an argument throughout well-supported by evidence.

**Preparation for Research**

For most candidates seeking a dissertation topic, the first step is to become immersed in the literature of the field. It is only after a thorough indoctrination to the literature that a candidate can recognize a fertile idea for further exploration. Although the dissertation process typically requires several months or even years, the most demanding part is the selection of a research topic. Candidates who have already settled on a topic will be able to complete this process more quickly. At its discretion, the Supervising Committee may require a student to take additional courses deemed necessary to complete preparation for research in the intended area of specialization. In certain rare cases, the Chair of the supervising committee may designate a primary research adviser who has technical competence and familiarity with the topic under study.

With the guidance of the doctoral professors of Educational Leadership, the candidate settles on a
research area that is of interest to the candidate. This prospective topic should be selected early in the candidate’s career so that course work and research experiences can be tailored to the prospective dissertation topic. The course rotation in Tier II allows students to address these matters both at the beginning and end of their coursework.

The candidate develops, with the guidance of his or her Committee Chair, a preprospectus which sets forth the research plan and presents to the supervising committee a formal written description of the research area and topic. In consultation with the Supervising Committee chair, the candidate conducts the research project and reports the research dissertation according to standards for doctoral students. All doctoral candidates are expected to complete research of publishable quality, and to submit the material for presentation at state, regional, national and/or international conferences.

The successful doctoral student must integrate knowledge from formal courses, independent studies, research, and other experiences in order to mature as a professional. The EdD in Educational Leadership is designed to prepare graduates for leadership positions in the profession. Each candidate is encouraged to tailor the course activities and assignments around his or her special interest in P-12 or Higher Education Leadership.

**ITEMS TO CONSIDER WHEN SELECTING AND SHAPING THE RESEARCH TOPIC**

There are several items that the doctoral student should consider when selecting or shaping a research topic:

1. The research must be a contemporary educational matter and have an educational leadership component in its analysis.
2. The research must be sustainable. It must sustain the interest, creativity, and imagination of the student researcher.
3. The research must be manageable in size and complexity.
4. The research must be within the student researcher’s range of competence.
5. The research must have the potential for contributing to the knowledge base in Educational Leadership.
6. The research must provide the student researcher with the opportunity to demonstrate mastery of both the research methodology and the content of the topic.

**DISSERTATION MODELS**

A reality of the educational doctorate is that it is conceptually different from the PhD dissertation. To make our program consistent with the current discussion around the educational doctorate dissertation and to follow our vision to develop scholarly-practitioners, the following dissertation options are available for our students.

**TRADITIONAL RESEARCH DISSERTATION**

This option is for EdD students particularly interested in producing knowledge in response to a research problem from within a disciplinary or theoretical perspective. The quantitative research dissertation may seek to test or generate hypotheses or to establish generalizable propositions. The qualitative research dissertation may seek to explain phenomena or events by exploring the multiple meanings experienced by individuals, to explore and advance theory, or advance an argument. Mixed methods research dissertations involve both collecting and analyzing quantitative and qualitative data to provide a better understanding of a research problem through more comprehensive evidence than if either dataset had been used alone.

**PROGRAM EVALUATION DISSERTATION**

This option is for EdD students particularly interested in exploring the effectiveness of educational interventions and developing implications for practice. The Program Evaluation Dissertation will identify, clarify, and apply defensible criteria to determine the effectiveness of an educational program, project, process, policy, or product. The program evaluation is intended to improve student learning and achievement or
institutional effectiveness. The program evaluation dissertation must address a significant program that involves sizeable budget expenditures and affects a substantial number of people. The program evaluation dissertation will use accepted evaluation models, methods, and practices. When program evaluations are done well, they have the scope and depth of a traditional dissertation.

**Policy Formation Dissertation**

This option is for EdD students interested in impacting education issues through the review, research, and development of educational policy. This option begins with the review of an educational issue ranging from federal involvement in public education to accountability and standards to something as specific as vouchers, charter schools, or safety on campus. Through this review, new or revised policy recommendations and implications are developed by considering internal requirements, external requirements, existing policy, and stakeholder recommendations. Methodologies for data collection and analysis most useful in completing a policy formation dissertation include quantitative methods, educational assessment, legal research, historiography, and document analysis. Policy formation dissertations can include implementation plans.

**Organizational Problem Analysis Dissertation**

This option is for EdD students particularly interested in exploring an issue, problem, or need in a school, district, or postsecondary campus to develop and implement plans for improving organizational effectiveness. The focus is ultimately on improving student learning and achievement and institutional effectiveness. Tasks and skills used in an organizational problem analysis (OPA) dissertation include: understanding and using local data sources; using data to evaluate and document performance; using research to guide decisions; identifying/prioritizing organizational needs; understanding the structure and logic of problem definitions; establishing an improvement vision and performance goals; analyzing causes systemically and objectively; employing multiple perspectives in causal analyses; applying cost-benefit analyses, organizational values, and ethical criteria to solutions; and using appropriate technologies to support problem analysis, decision making, and communication. OPA dissertations will often require mixed quantitative and qualitative methodologies.

**Systems Analysis Dissertation**

This option is for EdD students particularly interested in exploring an educational concept based on order and the interdependence among phenomena within the system of education whether at the micro, macro, or supra level. The focus of the dissertation is using the study to break down existing wholes into their constituent parts or elements for the purpose of depicting the relationship of the parts to the whole and to each other. At its base level, the student will include an analysis of the purpose, the content, and the process of the system. Each system will have a purpose, the content is the sum of the operations and functions of the system, and the process is the operations and functions in which the content is engaged to accomplish the purpose of the system. Students will have developed a sound and relevant understanding of system’s theory to inform their research design. Methodologies for data collection and analysis include quantitative methods, historiography, document content analysis, and mixed method(ology) research.

Students should note that a flowchart of how to complete each of these dissertation models can be found on the EDLD website.

**Dissertation Defense Overview**

Defense protocols will follow this agenda:

- Preprospectus – Defense of Chapter 1 and beginning ideas on Research Methodology
- Prospectus – Defense of Chapters 1, 2, and 3
- (Final) Dissertation Defense – Defense of Chapters 1, 2, 3, 4, and 5
Candidates should remember that there will be recommendations for revision after each defense. The dissertation is never static; it is an evolving document that will require final revisions even at the last minute. The candidate may never assume that just because the preprospectus has been successfully defended that there will be no requirements of revision throughout the dissertation process. While the candidate should look to his or her Chair to guide the defense process and should ultimately follow the final recommendation of his or her Supervising Committee Chair, input from all Committee Members is critical. For this reason, it is extremely important for a Defense to be scheduled only when all Committee Members may be present.

Dissertation defense occurs ideally over three semesters. Under rare circumstances, the three defenses may occur over two semesters. In any event, the nine semester hours of Dissertation (EDLD 9999) are still required, which means that in one semester the candidate will have to take two classes of EDLD 9999. The final defense may not be scheduled before six months have passed since the successful defense of the preprospectus.

1. Defenses occur for preprospectus, prospectus, and then a final defense of the dissertation occurs at the end of the program.
2. All defenses and candidacy exams are to be conducted on campus.
3. Doctoral students are to schedule defenses according to the checklist guidelines. Defenses should not be scheduled unless the committee chair has provided sufficient feedback and confirmed that the document is ready for a successful defense.
4. Defense sessions should honor the unique perspectives and expertise that committee members offer. Diverse perspectives and opinions should be respected, and the defense process should foster committee consensus in feedback to students and defense decisions. At least three committee members must agree on defense results. If the committee consists of only three members, then all members must agree to defense results.

5. Once a defense is scheduled (including preprospectus, prospectus, and final dissertation defenses) and proceeds, the appropriate Defense Report form must be submitted with a committee decision.
6. Committee members should not sign off after a defense unless satisfied with the document and defense performance. A minimum of three committee members are needed in order for a committee decision of Approved or Not Approved to be reported.
7. Doctoral students are expected to make revisions in a timely manner after a defense, in cooperation with the Committee Chair.
8. Doctoral students will be allowed only one repeat of the Candidacy Exam and each defense.
9. In the event that a student fails any of the defenses, students will have a window of 2 – 6 months before the preprospectus, prospectus, or final dissertation can be defended again. This means that the second defense can be no sooner than 2 months after the failed attempt and no later than 6 months after the failed attempt.

All defense materials must be in the hands of all committee members at least two weeks before defense takes place so that everyone has time to mark the paper for suggested revisions. In the case of the final dissertation defense, it is recommended that the committee receive the document from 3 to 4 weeks prior to give them time to review a document of this detail and length. The defense paper must either be hand-delivered to the office of the committee member, or it may be mailed – insuring that the committee member receives the paper at least 2 weeks (3-4 weeks for final) before the defense. Candidates should also send an electronic version to the committee members as some prefer this form to a hard copy. The printing and delivery is the responsibility of the candidate.

Once the committee receives the document, the candidate should send no further copies. In other words, it is inappropriate for the candidate to
believe that committee members will discuss changes needed prior to the defense. The candidate should have made all edits, taking the advice of his or her Chair, prior to the document being sent to the committee members. Edits can be made, if necessary, after the defense. To make edits after the committee members receive the document and before the defense may result in different content pagination, making it difficult for committee members to ask questions about certain content and reference to certain pages of the document.

Candidates must use the correct formatting from the beginning, including latest APA rules and College of Grad School ETD guidelines found on their website. On that page, the candidate will find a link for downloading the latest free Acrobat Reader required for proper execution of the ETC guideline. In addition, there are many, many essential elements of dissertation formatting at that site, including a full electronic template that provides correct spacing, margins, and content matter. While some parts of the template may not be relevant as early as the preprospectus stage, the routine practice of the candidate following correct formatting rules will be a tremendous boon as the dissertation progresses. Candidates may go back periodically and provide correct page numbers for chapters and tables in the Table of Contents. At the Final Defense, all components are required, including Abstract, correct page numbers in the Table of Contents, Acknowledgements, and Dedication. The EDLD faculty has provided students with templates for a Quantitative and Qualitative Prospectus and Quantitative and Qualitative Final Dissertation. Students can refer to the Educational Leadership website for specific details here.

There are a variety of forms that students need to have completed and signed in order to track their academic progress. Students can refer to the College of Graduate Studies website for links to these forms.

Candidates should also be aware that there are other forms that may be needed during the dissertation process, such as the Thesis/Dissertation Defense Announcement and Scheduling Form that will be required for scheduling the Final Defense. That form will be completed and submitted electronically to the Department Chair when the Final Defense place and time have been decided on, and must be submitted electronically three weeks before the Final Defense.

In addition, candidates should remember that neither the Supervising Committee Chair nor department staff is a personal errand runner. Although chairs do occasionally complete tasks for students, the doctoral candidate should not burden the Chair or department staff with unnecessary complications and deadlines.

**The Dissertation – General Constructs**

An integral part of the EdD program is the candidate’s research experience that makes a contribution to knowledge in Educational Leadership. The dissertation is the written record of the research that the candidate has conducted and must provide evidence of the candidate’s ability to perform independent, original research. Thus, the dissertation must demonstrate the candidate’s technical mastery of the subject, independent scholarly work, and make an original and significant contribution to the field by exploring a topic that is based on a Contemporary Educational Issue. In principle, the dissertation is expected to (1) define research questions in Educational Leadership; (2) describe the current literature and knowledge base of the area; (3) present possible answer(s) to the question; (4) report the research conducted, substantiate the results, and indicate the originality and contribution of the results; and (5) report recommendations, conclusions, and implications for Educational Leadership. As part of the alignment of the EDLD program to the current direction regarding Educational Doctorate degrees, students have five (5) dissertation options available to help conceptualize their intended topic: Traditional Dissertation, Program Evaluation Dissertation, Policy Formation Dissertation,
Organizational Problem Analysis Dissertation, and Systems Analysis Dissertation. Students can refer to the Educational Leadership website for specific details regarding dissertation options. The format of the dissertation must conform to the current Averitt College of Graduate Studies standards and those established by the department and program area in the most current edition of the Handbook for Doctoral Studies in Educational Leadership.

For the EDD degree, the candidate is required to present a dissertation that gives evidence of his or her ability to apply knowledge to a professional question or problem in education. This work must be an original contribution to the field of Educational Leadership, that is, it must answer a researchable question in a new or unique way. The dissertation must satisfy the supervising committee with respect to both professional proficiency and literary quality. The dissertation must also reflect content in Educational Leadership. It is expected that the candidate will submit the substance of the dissertation research to refereed journals and/or professional conferences upon completion of the degree.

Students are encouraged to explore potential dissertation topics early in the doctoral program; extensive reading and consultation with faculty members will assist the student in selecting an appropriate research topic. Students should remember that approximately one year of intense reading and professional investigation is necessary to develop sufficient competence in a field to substantiate a knowledge base and provide a general working knowledge sufficient to begin in-depth research in an area.

Throughout this process the doctoral candidate conducts the research project with guidance from his or her Supervising Committee Chair. There may be some style differences in how supervising committee chairs prefer to have students work with other committee members. **Each student should discuss such issues with the Supervising Committee Chair prior to major work on the dissertation.** For example, it is customary for the chair to have the candidate discuss the methods section with the methodologist but ask that other dialogue between candidate and other committee members occur only during the defense. The student must provide drafts of chapters to the Supervising Committee Chair and must be available for conferences with the chair. Overall, the student should concentrate on working mainly with their chair. When necessary, the chair will direct the student to consult with other committee members when their expertise or knowledge can address questions that cannot be adequately answered by the chair and the student. When all applicable changes have been completed to the Chair’s satisfaction, the student consults with the Chair concerning a date for the defense of the dissertation.

**Dissertation Preprospectus**

During Tier II coursework, students will have the opportunity to begin to conceptualize their Preprospectus. The preprospectus is the first step in writing the dissertation. This preprospectus should minimally include:

1. An introductory discussion of the problem;
2. A statement of the problem with hypotheses to be tested or research questions to be answered;
3. A preliminary review of the literature with complete outline of contents to be included;
4. A description of the methodology, including the design, sampling procedure, and instruments to be used;
5. A discussion of how data will be treated and analyzed; and
6. A time line showing when the student expects to complete each phase of the study. (Students are encouraged to consult the EDLD website for complete details on the preparation of the preprospectus and the prospectus.)

The written preprospectus must be approved by the supervising committee and communicated through an oral defense scheduled with the approval of the supervising committee. The written preprospectus
must be available to the supervising committee members at least two (2) weeks before the committee meeting at which the preprospectus is to be presented. The supervising committee will be asked to give written approval of the document after the presentation. A copy of the approval/disapproval form of the preprospectus will be forwarded to the Averitt College of Graduate Studies. The preprospectus must be presented and approved at least six months before the final defense of the dissertation. It is the responsibility of both the candidate and the Supervising Chair to follow the time constraints set out in this Doctoral Handbook.

The preprospectus becomes an initial contract between the student and the doctoral supervising committee. The committee cannot change their endorsement of the initial research proposal, nor can the student change the direction of the research. Any change must be returned to the supervising committee for complete review and approval.

COMMITTEE MEETING PROTOCOL

The Chair of the Doctoral Supervising Committee will convene members for the purposes of: (1) reviewing the Dissertation Preprospectus; (2) supervising defense of the prospectus; and (3) administering the dissertation defense.

Doctoral Dissertation Preprospectus Meeting

The role of the Chair of the Doctoral Supervising Committee is to convene members of the Committee and the student to discuss the preprospectus. The Committee must make an assessment as to whether: (a) the proposed study is feasible and (b) the methodology suggested is appropriate. The Committee may make recommendations to enhance the quality and conduct of the study that may be addressed by the student during the coming months. It should be noted that a formal dissertation proposal must be presented and approved by the Committee and that many specific questions raised regarding the preprospectus may be addressed at a later date.

Meeting Protocol

1. The Chair convenes the meeting of all Supervising Committee members and the student.
2. The Chair states the purpose of the meeting and the Committee’s two principle tasks: (a) to determine if the proposed study is feasible and (b) to determine if the methodology suggested is appropriate.
3. The Chair will provide a protocol for the conduct of the meeting to all members which will include the student’s presentation, the order in which members will be able to ask questions, and the sequence of the areas which will be discussed. The sequence of areas will typically follow the major headings of the preprospectus.
4. The Chair will introduce the student and give the title of the proposed study.
5. The Chair will allow the student 10-15 minutes to present the proposed study to the Committee. This presentation should be based on the major sections of the preprospectus but should minimally cover (a) the introduction/background of the study, (b) a statement of the problem, (c) the purpose of the study, (d) the importance of the study, (e) the hypotheses or objectives, and (f) the procedures (methodology). At the beginning of the presentation, it is also suggested that the student take a moment to describe how they are personally connected to the topic and why the topic is something they wanted to study.
6. The role of the Chair is not only to conduct the proceedings, ensure fair treatment of the individual by members of the Committee, and to assess the pertinence of questions and comments, but to also take notes on recommendations offered by Committee members (section by section).
7. At the close of the discussion, the Chair will ask the student to leave the examination room.
8. The Chair will ask the Committee whether or not: (a) the proposed study is feasible and (b) the methodology suggested is appropriate. If the Committee votes yes, the Chair will invite the student in and inform her/him of the vote and oversee that all required signatures are affixed to the preprospectus. If the vote is no, the Chair will invite the student into the examination room and inform her/him of the vote and what options are open to the student. If the Committee elects to suspend their vote, the Committee will be required to develop a specific set of recommendations for corrective action and a time-line for their completion before they convene for the formal vote.

9. The Chair will debrief the student at the close of the meeting and discuss how to improve the dissertation preprospectus.

10. The Chair will provide appropriate University officials with all signed documentation required for official acceptance of the preprospectus.

**Dissertation Prospectus**

The candidate will defend the full dissertation prospectus (Chapters I, II, and III) for the Doctor of Education degree in Educational Leadership through an oral defense. The Supervising Committee Chair and the committee membership will guide the student in planning the dissertation prospectus. When the committee chair certifies that the dissertation prospectus is satisfactory, the student will then contact the other committee members and arrange a dissertation defense meeting.

The written prospectus must be available to the supervising committee members at least two (2) weeks before the committee meeting at which the prospectus is to be presented. Following the meeting, each committee member will cast a vote of "pass," "fail," or "pass with modifications." Their signatures on the appropriate form will be filed in the department office. A copy of the approval/disapproval form will be forwarded to the Averitt College of Graduate Studies.

The dissertation prospectus consists of a draft of the first three chapters (or equivalent) of the dissertation. Written in acceptable APA manuscript style, the prospectus is expanded from the preprospectus and includes a complete literature review (Chapter II), a copy of all instruments to be used in data collection (survey items and/or interview questions), a complete methods chapter (Chapter III), an initial table of contents, and a current reference list.

While the preprospectus is more informative in its design, the prospectus is typically not. It is the written contract between the candidate and his or her Committee. Since this prospectus becomes a continuing contract between the student and the committee, major modifications must be reviewed and approved by all concerned parties, particularly the supervising committee.

**Doctoral Dissertation Prospectus Meeting**

The role of the Chair of the Doctoral Supervising Committee is to convene members of the Committee and the student to discuss the full prospectus. The Committee must make an assessment as to whether: (1) the proposed study is logically and rationally presented; (2) the proposed study has developed an efficient and effective review of literature; (3) the methodology has been thoroughly documented and presented in a manner that permits the completion of the study; and, (4) the study is of sufficient depth to insure contribution to the field of Educational Leadership. The Committee may make recommendations to enhance the quality and conduct of the study that may be addressed by the student during the coming months. It should be noted that the formal dissertation must be presented and approved by the Committee at a later date.
Meeting Protocol
1. The Chair convenes the meeting of all Supervising Committee members and the student.
2. The Chair states the purpose of the meeting and the Committee’s principle tasks.
3. The Chair will provide a protocol for the conduct of the meeting to all members which will include the student’s presentation, the order in which members will be able to ask questions, and the sequence of the areas which will be discussed. The sequence of areas will typically follow the major headings of the prospectus.
4. The Chair will introduce the student and give the title of the proposed study.
5. The Chair will allow the student 10-15 minutes to present the proposed study to the Committee. This presentation should be based on the major sections of the prospectus but should minimally cover: (a) the introduction/background of the study, (b) a statement of the problem, (c) an overview of the review of literature, and (d) the procedures (methodology).
6. The role of the Chair is to not only conduct the proceedings, ensure fair treatment of the individual by members of the Committee, and to assess the pertinence of questions and comments, but also to take notes on recommendations offered by Committee members (section by section).
7. At the close of the discussion, the Chair will ask the student to leave the examination room.
8. The Chair will ask the Committee whether or not the study is appropriate and defensible as a doctoral dissertation. If the Committee votes yes, the Chair will invite the student in and inform her/him of the vote and oversee that all required signatures are affixed to the prospectus. If the vote is no, the Chair will invite the student into the examination room and inform her/him of the vote and what options are open to the student. If the Committee elects to suspend their vote, the Committee will be required to develop a specific set of recommendations for corrective action and a time-line for their completion before they convene for the formal vote.
9. The Chair will debrief the student at the close of the meeting and discuss how to improve the prospectus.
10. The Chair will provide appropriate University officials with all signed documentation required for official acceptance of the prospectus.

IRB Approval

Doctoral candidates cannot submit requests to IRB for approval until the prospectus is successfully defended. The defense date should be noted on the IRB form for the IRB Coordinator. The candidate should, at the prospectus point, have notification that his/her research will be allowed in the educational district or institution if applicable.

Immediately following approval of the prospectus, the student should submit the necessary forms to have the research study reviewed and approved by the Georgia Southern University Institutional Review Board (IRB) in the Office of Research Services and Sponsored Program. Specific compliance guidelines and forms may be found on the Research Services website.

All research projects must be approved by the IRB. This important step must be accomplished prior to the collection of data for the dissertation. Most educational research is considered “exempt from review”; however, this designation must be given by the IRB. The completed form must be reviewed and signed by the student’s Supervising Committee chair and the department chair prior to submission. If the research project is certified exempt by the IRB, the researcher need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. The letter from the IRB giving approval to complete the study must be included as an Appendix in the final dissertation.
THE DOCTORAL DISSERTATION - FINAL

The Supervising Committee and the candidate establish the date, time, and place for the dissertation defense meeting. The defense must be announced at least four weeks in advance by completing the Defense Announcement form electronically and forwarding that to the Chair of the Department of Leadership, Technology, and Human Development. At least three weeks prior to the scheduled defense, completed copies of the dissertation must be delivered to the supervising committee. The final dissertation copies are voluminous, and in no instance should the candidate expect that committee members will accept electronic copies or print copies for the defense. It is the responsibility of the candidate to deliver to each committee member hard copies of the final dissertation in keeping with required time limits as outlined above.

The oral defense session will be conducted by the committee chair and must be attended by all members of the committee. The dissertation defense is an open meeting and may be attended by faculty, university administrators, doctoral students, and other interested parties. In fact, doctoral students are encouraged to attend to become familiar with the procedures and protocols used in the meeting.

The Supervising Committee Chair conducts the dissertation defense meeting. All committee members will attend the meeting. Three affirmative votes are required for a "pass" on the defense. If the student does not pass the oral dissertation defense, corrections in the research study must be made and another defense date scheduled. Students have between 2 and 6 months to schedule their second defense. This means it should be scheduled no sooner than 2 months and no later than 6 months after the failed attempt. Two attempts are allowed for successful completion of the dissertation defense. After the second unsuccessful defense, the student is removed from the doctoral program.

After the successful defense of the dissertation, changes may be required in the dissertation. That is customary and should be expected by the candidate. Since there are upload deadlines, all corrections must be made in a timely manner so that the supervising committee has a chance to view and approve the changes made if necessary. Once these have been completed to the chair’s satisfaction, the dissertation is submitted to the Averitt College of Graduate Studies for a format check. Once that check has been completed, the candidate prepares the copies of the dissertation in accordance with university policy. The Averitt College of Graduate Studies publishes dissertation delivery dates each semester, and it is the responsibility of the candidate to meet all prescribed deadlines. Dissertations, which are not submitted by the posted deadlines, will be considered for graduation during the next semester.

IMPORTANT REMINDER NOTES

All supervising committee members must receive a hard copy and an electronic copy of the preprospectus, prospectus (full proposal), and dissertation final at least two (2) weeks (3 – 4 weeks for final) prior to any scheduled committee meetings.

Doctoral candidates should work with editors (reviewers, readers) to improve the quality of their technical writing. The copy submitted to the Supervising Committee Chair should be free of errors in grammar, punctuation, style, and content.

Students are encouraged to complete the dissertation early in the semester. Students must be registered for at least three (3) semester hours of dissertation credit during the semester in which they plan to defend the dissertation. Students should also review the section of this Handbook on continuous enrollment.

University guidelines for writing the dissertation are provided by the Averitt College of Graduate Studies. A copy of the guidelines should be studied...
carefully prior to beginning the preprospectus. (The University regulations are contained in Section II of this document.) **APA format is the required style.** Students are encouraged to consult the most recent edition of the *Publication Manual of the American Psychological Association* before beginning the dissertation writing process.

**DOCTORAL DISSERTATION DEFENSE MEETING**

The role of the Chair of the Doctoral Supervising Committee is to convene members of the Committee and the student to discuss the completed doctoral dissertation. The Committee must make an assessment of the total dissertation as to presentation, methodology, and reporting. The Committee may make recommendations to enhance the quality of the study that may be addressed by the student and the supervising committee chair.

**Meeting Protocol**

1. The Chair convenes the meeting of all Supervising Committee members and the student.
2. The Chair states the purpose of the meeting and the Committee’s task: to approve or disapprove the full dissertation.
3. The Chair will provide a protocol for the conduct of the meeting to all members which will include the student’s presentation, the order in which members will be able to ask questions, and the sequence of the areas which will be discussed.
4. The Chair will introduce the student and give the title of the dissertation.
5. The Chair will allow the student 15-20 minutes to present the dissertation to the Committee. This presentation should be logically and systematically presented. The content and format of the presentation is left to the student’s discretion. However, the student should discuss the format and content of the presentation with the supervising committee chair before the presentation.
6. The role of the Chair is to conduct the proceedings, ensure fair treatment of the individual by members of the Committee, and to assess the pertinence of questions and comments concerning the dissertation.
7. Questions to the candidate should be relevant to the subject matter of the thesis, and should be clearly and succinctly phrased in order to minimize doubt in the candidate's mind as to what is being asked. The student should be given reasonable time to answer. If the student has understood the question but cannot answer, the examiner should pass to another question and not attempt to extract an answer by prolonged interrogation. Remember that the defense should concentrate on the examination of the candidate and not turn into a discussion among the committee members.
8. At the close of the discussion, the Chair will ask the student to leave the examination room.
9. The Chair will ask the Committee whether or not the dissertation is of acceptable quality. If the Committee votes yes, the Chair will invite the student in and inform her/him of the vote and oversee that all required signatures are affixed to the dissertation. If the vote is no, the Chair will invite the student into the examination room and inform her/him of the vote and what options are open to the student. If the Committee elects to suspend their vote, the Committee will be required to develop a specific set of recommendations for corrective action and a time-line for their completion before they convene for the formal vote.
10. The Chair will debrief the student at the close of the meeting and discuss any recommendations made to improve the dissertation.
11. The Chair will provide appropriate University officials with all signed documentation required for official acceptance of the dissertation.

**OTHER REQUIREMENTS**
Before the doctoral degree will be awarded, the student must apply for graduation. The deadline for application for graduation is set by the Averitt College of Graduate Studies each semester. Typically, a candidate must apply for graduation the semester prior to graduating. The final dissertation copies must be supplied to the Averitt College of Graduate Studies in accordance with their published deadlines. All costs associated with publication and binding are the responsibility of the candidate. If the student wishes to copyright the dissertation, an additional charge must be paid.

All requirements for the EDD Degree must be completed and reported to the Averitt College of Graduate Studies in accordance with their published deadlines. **Please remember that a candidate must enroll for at least three (3) semester hours of credit in the semester in which graduation requirements are completed.**

The Averitt College of Graduate Studies (COGS) is the contact for uploading, publication, and binding of all required documents. It is customary for the graduate to present a bound copy of his or her dissertation to the Leadership Program, to the Chair of his or her Supervising Committee, and to any committee members who request one. The binding form along with fees may be found on the COGS website. Graduates are also encouraged to have bound copies for family members, work, and extras since the initial cost of binding will be cheaper at this point than probably ever again.

**Completing the Doctoral Dissertation**

To complete the doctoral degree, the candidate must meet all requirements established for the doctoral degree and meet all requirements established for the doctoral program by the Educational Leadership program area, the Department of Leadership, Technology and Human Development, the College of Education, and the Averitt College of Graduate Studies. In addition, the Averitt College of Graduate Studies has specific requirements that must be met before the degree can be awarded—as described in the steps below.

These steps should be taken while the candidate is fulfilling program requirements. The two processes are essentially separate but concurrent; both must be completed before the degree can be awarded.

**Basic Steps**

1. **Become familiar with format requirements.** The doctoral student should obtain a copy of GSU’s format manual from the Averitt College of Graduate Studies and review it carefully before establishing the format of the dissertation. The manual describes the format requirements that must be met before the Averitt College of Graduate Studies can approve the dissertation. The format manual for the doctoral program in Educational Leadership is also available on the Educational Leadership website. There are templates there for both Quantitative and Qualitative dissertations.

2. **Apply for graduation.** The student must submit an Application for Graduation to the Averitt College of Graduate Studies at least one semester prior to the semester in which he/she plans to graduate. The actual deadline for submitting the application is posted each semester by the Averitt College of Graduate Studies and elsewhere. The appropriate fee must accompany the Application for Graduation.

3. **Schedule the oral defense.** The candidate and the Supervising Committee Chair should schedule the date and time of the examination so all members of the supervising committee can attend. Be aware that the defense copy of the dissertation must be in its final, typed form when submitting it to the supervising committee and the Averitt College of Graduate Studies. Even though the supervising committee may require minor changes and corrections during the defense, the defense copy must be in final form except for those changes.

4. **Submit dissertation for format review.**
Candidates are required to submit the final corrected copy electronically to the Averitt College of Graduate Studies (COGS) by published dates. An editor at COGS will review the document and issue a report indicating what requirements must still be met. Please note that it takes most students an average of two weeks from this initial format review until they turn in their final copy and complete the process. Students are encouraged to submit the dissertation for the initial review early enough to be able to graduate in the intended semester and to be mindful of deadlines.

5. Submit final copy of the dissertation.
Final copies of the dissertation should be submitted electronically to the Averitt College of Graduate Studies on or before the posted date.

**OTHER THINGS THE DOCTORAL STUDENT SHOULD KNOW**

**DEADLINE FOR FINAL SUBMISSION**

The candidate should allow sufficient time for the accomplishment of the above-described steps to meet the deadlines. In fact, it is wise to build in significantly more time than necessary to allow for the complications and delays that almost inevitably come up. A general rule of thumb is to allow one month more than anticipated. **Candidates should remember that neither the Supervising Committee Chair nor department staff is a personal errand runner.** Although chairs do occasionally complete tasks for students, the doctoral candidate should not burden the Chair or department staff with unnecessary complications and deadlines.

**BOUND COPIES OF THE DISSERTATION**

Immediately after the end of the semester, the Averitt College of Graduate Studies will submit electronic copies to the bindery. The candidate may expect the binding to take 6 to 8 weeks. Bound copies will be delivered to the Department of Leadership, Technology, and Human Development for the new Doctor to pick up as convenient. It is expensive and difficult to mail the bound copies, so the candidate should not expect the department to mail bound copies.

**For more information**

Averitt College of Graduate Studies
912 478-2647 (phone)
912 478-1330 (fax)

Mailing Address:

College of Graduate Studies
Georgia Southern University
P. O. Box 8008
Statesboro, GA 30460-8008

Department of Leadership, Technology, and Human Development
912 478-5307 (phone)
912 478-7104 (fax)

Doctoral Program Coordinator
Mailing Address:

Doctoral Program Coordinator
Department of Leadership, Technology, and Human Development
Georgia Southern University
P. O. Box 8131
Statesboro, GA 30460-8131
GRADUATION

Graduation ceremonies are conducted in mid-December for the fall semester and mid-May for the spring semester. Representatives of the University System of Georgia Board of Regents, university administrators, and members of the faculty will be in attendance to honor the graduates. Degree candidates are required to be in formal academic regalia for the ceremony. All information about fees, regalia, and other details can be found at the Averitt College of Graduate Studies. Candidates are reminded to apply for graduation the semester prior to the semester in which he or she plans to graduate.

While participating in the graduation exercises is not a requirement, the ceremony marks a momentous occasion in the lives of the graduating candidates as well as the lives of their family and friends. The Major Professor will actually hood the candidate at graduation, and the Dean of the College of Education, the Provost, and the President of Georgia Southern University will personally congratulate the new Doctor. The ceremony is memorable and graduating candidates deserve all recognition and respect. The graduation marks an accomplishment that only a rare few people ever achieve. Hence, the Leadership faculty strongly urges graduating candidates to participate in all aspects of their graduation.

Diplomas are prepared and mailed to all graduates after the commencement exercise.
CHECKLIST FOR EDD DOCTORAL STUDENTS

EdD Policies and Procedures

College of Education faculty and staff are dedicated to supporting graduate students through to the completion of their program with appropriate advisement. At the same time, students are responsible for ensuring that they have completed all programmatic requirements and filled out all appropriate forms in a timely manner. Adherence to College of Graduate Studies (COGS) deadlines is essential so students should check the academic calendar regularly.

Common Terminology

The following terms will be used consistently across EdD programs:

- COGS is the College of Graduate Studies, the unit that sets policies/procedures for all graduate programs at GSU
- Graduate Academic Services Center is specific to the COE and serves graduate students of the COE
- Candidacy Committee, Candidacy Exam, Dissertation Committee
- Pre-Prospectus and Prospectus - Both programs will use the terms Pre-Prospectus and Prospectus and define each similarly for both programs:
  - Pre-Prospectus is a conceptual document.
  - Prospectus provides the conceptual piece along with literature review and methodology (Chapters 1-3).

Dissertation Committee Membership

- Dissertation Committee membership will follow program-specific guidelines. Four-member committees are preferable and efforts should be made to secure a full slate of committee members. However, if a program suffers faculty shortage, for a limited time, some committees may have fewer members (three members minimum). Qualified faculty and others who are external to the program, department, or college should be considered for committee membership. COGS guidelines must be followed and all external committee members need to be approved by COGS. To approve a non-affiliated person (non-GSU faculty member) as a Dissertation Committee member, the graduate program coordinator must submit the nominee’s current resume, a one-paragraph rationale, along with the Committee Membership Form to the Graduate Academic Services Center for proper routing to the COE Associate Dean and then to the Graduate College Dean. A nominated non-affiliated person must have distinguished credentials in the student’s research topic field of study. Information regarding doctoral committee membership is found in the COGS current Handbook for Graduate Program Directors.
- A formal process must be followed in order for any committee member to be removed from and/or replaced, and removal of a committee member should only occur with good cause. A committee member should not be replaced based solely on his/her challenge of the student’s work. If a doctoral student wishes to remove or replace a committee member, the student should first meet with the committee member out of professional courtesy and then promptly notify the member through receipt of a copy of the signed Dissertation Committee Member Change Form.
IRB Approval

- If human research participants are expected to be used in the dissertation research, doctoral students are responsible for completing the on-line training, submitting an IRB application, and receiving IRB approval before beginning the research. For guidelines, forms, and on-line training, see: http://www.georgiasouthern.edu/research/orssp/compliance_irb.htm
- Application for IRB approval, if needed, is required after a successful Prospectus defense.

Candidacy Exams

- Students must be actively enrolled the term they take the Candidacy Exam.
- Doctoral students will be allowed only one repeat of the Candidacy Exam. If a student fails an exam twice, they will be excluded from the program.
- Consult your program for the nature/format of the exam.

Defenses

- Defenses occur for both Pre-Prospectus and Prospectus, and then a final defense of the dissertation occurs at the end of the program.
- Defenses are to be conducted on campus. Exception: Use of electronic means (e.g., Skype) to conduct defenses must be justified and reviewed for approval by the dissertation committee and department chair. If approved, the defense must take place synchronously with all committee members present.
- Doctoral students are to schedule defenses according to the checklist guidelines. Defenses should not be scheduled unless the committee chair has provided sufficient feedback and confirmed that the document is ready for a successful defense.
- Defense sessions should honor the unique perspectives and expertise that committee members offer. Diverse perspectives and opinions should be respected, and the defense process should foster committee consensus in feedback to students and defense decisions.
- Once a defense is scheduled (including Pre-Prospectus, Prospectus, and Dissertation defenses) and proceeds, the appropriate Defense Report form must be submitted with a committee decision.
- Committee members should not sign off after a defense unless satisfied with the document and defense performance. A minimum of three committee members are needed in order for a committee decision of Approved or Not Approved to be reported for the Pre-Prospectus and Prospectus defenses and Pass or Fail for the Dissertation defense.
- Doctoral candidates are expected to make revisions in a timely manner after a defense, in cooperation with the committee chair.
- Doctoral candidates must bring a completed IRB Termination Form to the defense to show that they have stopped data collection.
- If a member does not approve the dissertation at the final defense, COGS will remove the committee member’s name so final verification from that member is not needed on the ETD system. Note: At least three committee members must agree on defense results. If the committee consists of only three members, then all members must agree to defense results. Note: There may not be more than one dissenting vote on the committee if a student has more than 3 committee members.
- Candidates are allowed only two attempts to pass the defense before exclusion. For Educational Leadership students: Students are urged to schedule their second defense no sooner than 2 months after the first attempt but no longer than 6 months after the first
attempt. Exceptions to this suggested timeline will be made for extreme circumstances with dissertation committee approval.

**Forms**

- EdD programs will use a common set of forms which will be maintained by COGS.
- Forms will be accessible from the COGS web site; however, each program should provide a link to those forms from their departmental web sites. Program guidelines should direct doctoral students to the appropriate forms. Departments and the EdD programs will maintain updated web sites.
- Doctoral students are responsible for getting committee member signatures on forms. Once signed, the forms are submitted to the Graduate Academic Services Center for proper routing to the respective department chair (CFR or LTHD), COE graduate associate dean, and then COGS for final approval.
- Timelines for submitting required forms, as outlined in the EdD Checklist, will be followed for doctoral students and their committee chairs. Each program coordinator will address the timeline and submission of forms with program faculty and committee chairs.
- Committee chairs should maintain a copy of COGS EdD Completion form to serve as a checklist in verifying that all forms are submitted as required.
- The Graduate Academic Services Center holds/stores copies of doctoral program forms.
- All forms will follow the same routing: from the faculty member (advisor/committee chair) to the Graduate Academic Services Center which then forwards to the appropriate department chair, COE Associate Dean of Graduate Education and Research and COGS associate dean, and records the receipt of information forwarded.
- Graduation:
  - Doctoral candidates are responsible for completing the graduation application. The Graduate Degree Application for Graduation must be received in the Registrar’s Office no later than the first day of the Fall semester for Fall graduation and no later than the first day of the Spring semester for both Spring and Summer graduation. The application and instructions can be found on the Registrar’s website. Doctoral candidates completing during Summer semester will walk in the Fall ceremony.
  - Pay the $35 graduation application fee by logging into your My.GeorgiaSouthern account – this fee will show on your Tuition and Fees invoice.
  - Candidates who miss the deadline to apply for graduation may still be able to graduate during the current term if they are only past the deadline by a few days. However, there is a $75 non-refundable late fee that must be paid before completing the graduate graduation application. If the candidate chooses not to pay the late fee, the term of completion will be updated to the next term (with the exception of Spring semester applications which will be updated to Fall).

*Note: In the EdD Checklist, doctoral students are referred to as “students” until the point at which all candidacy requirements are met. At that time the doctoral students are referred to as “candidates.”*

Revised Summer 2013
## EdD Checklist for COE Doctoral Students

A set of guidelines for the sequence, forms and timeframe of COE EdD programs

**EdD Student** _________________________________  **Program:** Curriculum Studies  **Educational Leadership/Leadership**

**Committee Chair/Major Professor** _________________________________  **Beginning Semester**

<table>
<thead>
<tr>
<th>Admissions</th>
<th>Date Completed</th>
<th>Forms</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>1. Apply online and submit transcripts, etc.</td>
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<tr>
<td>2. Complete phase two of the process – interview (Ed Leadership) or writing sample (Curriculum Studies).</td>
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<td>3. Admissions decision is made and initial temporary advisor assigned.</td>
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<tr>
<th>Progression – Programs of Study (POS) and Committees</th>
<th>Date Completed</th>
<th>Forms</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Download POS from departmental web site and request a planning session with your advisor.</td>
<td>POS (available on departmental web site)</td>
<td>No later than first semester</td>
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<td>2. Enroll in courses based on program sequence. All enrollment, residency, and progression policies as well as deadlines required by the program or COGS must be followed.</td>
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NOTE ON TIMELINE:
Students must pass the Candidacy Exam within five years from the first EdD registration term and no later than the last semester of EdD course work or the following semester.

| 3. Identify and seek approval of a faculty member to serve as your permanent advisor/committee chair. | **Dissertation Committee Membership Approval Form** (COGS form) | Prior to Candidacy |
| Complete COGS form: **Dissertation Committee Membership Approval Form** with only the top part filled out to identify the committee chair. Distribute copies to the committee chair, program coordinator, and the Graduate Academic Services Center. | Note: This form will not go to COGS until the full committee membership is identified and signatures are obtained. | |
| 4. Prior to completing your last course, review your POS in DegreeWorks to confirm that it is accurate. Confirm with your advisor that s/he has approved the audit. | **Prior to scheduling Candidacy Exam** |
| (If you began your program prior to Fall 2010, then submit a paper POS to your advisor and GASC for proper routing). | | |
5. Notify committee chair of intent to take Candidacy Exam at completion of required course work as identified by the program. 

6. Curriculum Studies: Schedule Candidacy Exam in collaboration with committee chair. Educational Leadership: Candidacy exams are scheduled through the Doctoral Program Coordinator and are usually scheduled for all Tier II Students immediately following the completion of EDLD 9632.

**NOTE:**
- Candidacy Exam may not be scheduled without explicit permission of the committee chair.
- All Candidacy Exams will be held on the main campus. Students may appeal for off-campus, synchronous defenses only with the permission of program faculty.
- Only one repeat of the Candidacy Exam will be allowed.

6. Curriculum Studies: Schedule Candidacy Exam in collaboration with committee chair. Educational Leadership: Candidacy exams are scheduled through the Doctoral Program Coordinator and are usually scheduled for all Tier II Students immediately following the completion of EDLD 9632.

**NOTE:**
- Candidacy Exam may not be scheduled without explicit permission of the committee chair.
- All Candidacy Exams will be held on the main campus. Students may appeal for off-campus, synchronous defenses only with the permission of program faculty.
- Only one repeat of the Candidacy Exam will be allowed.

7. Results of exam/s are reported to the student and to COGS by the program coordinator. The EdD Candidacy Exam Report Form (COGS form) is signed by Candidacy Committee members and submitted to the Graduate Academic Services Center for proper routing.

**NOTE:**
For the required make-up of the Candidacy Exam committee, please consult your specific program requirements.

8. Identify Dissertation Committee following program guidelines. Committee should preferably include a full slate of 4 members but may have as few as 3 members. Faculty and other educators external to the program, department or college may be considered for committee membership but must meet COGS requirements for membership and be approved by COGS. Committee chair may offer recommendations.

Complete Dissertation Committee Membership Approval Form with committee member signatures. Form is submitted to the Graduate Academic Services Center for proper routing.

**NOTE ON ENROLLMENT:**
Students must enroll for at least three (3) dissertation credits the term following the last semester of course work.

**NOTE ON TIMELINE:**
All degree requirements must be completed within five years of passing the Candidacy Exam.

**NOTE ON CHANGES IN COMMITTEE MEMBERSHIP:**
Throughout the process, if the student or committee 

<table>
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<tr>
<th>5. Notify committee chair of intent to take Candidacy Exam at completion of required course work as identified by the program.</th>
<th>Two months in advance of Candidacy Exam</th>
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<td>EdD Candidacy Exam Report Form (COGS form) Two weeks after the written examination or oral defense</td>
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<tr>
<td>8. Identify Dissertation Committee following program guidelines. Committee should preferably include a full slate of 4 members but may have as few as 3 members. Faculty and other educators external to the program, department or college may be considered for committee membership but must meet COGS requirements for membership and be approved by COGS. Committee chair may offer recommendations. Complete Dissertation Committee Membership Approval Form with committee member signatures. Form is submitted to the Graduate Academic Services Center for proper routing. <strong>NOTE ON ENROLLMENT:</strong> Students must enroll for at least three (3) dissertation credits the term following the last semester of course work. <strong>NOTE ON TIMELINE:</strong> All degree requirements must be completed within five years of passing the Candidacy Exam. <strong>NOTE ON CHANGES IN COMMITTEE MEMBERSHIP:</strong> Throughout the process, if the student or committee</td>
<td>Dissertation Committee Membership Approval Form (COGS form) After candidacy exam and prior to first Dissertation Committee meeting</td>
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</tbody>
</table>
The student must first make an appointment with the committee member to be removed or replaced to discuss the reason for the change. If the faculty member agrees to be omitted, then the proper forms to change the committee are required after a new committee member is selected and agrees to serve. *Dissertation Committee Member Change Form* is signed by the committee chair, program coordinator, and department chair. A copy of the form must be provided to the removed committee member and the new member, as applicable. The form must be submitted to the Graduate Academic Services Center for proper routing.

<table>
<thead>
<tr>
<th>Progression – Writing and Defenses</th>
<th>Date Completed</th>
<th>Forms</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Prospectus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop Pre-Prospectus following program guidelines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Request committee chair to read and respond to Pre-Prospectus document and make needed revisions. Seek guidance from other committee members, including the methodologist, as needed.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>When revisions are completed, confirm with committee chair readiness for the Pre-Prospectus defense.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Submit Pre-Prospectus document to committee members at least 2-3 weeks or more prior to the defense.</td>
<td></td>
<td>2-3 weeks or more in advance</td>
<td></td>
</tr>
<tr>
<td>4. Obtain approval from committee chair to schedule the Pre-Prospectus defense. With approval of the chair, it is the student’s responsibility to schedule the date, time and location of the defense with all committee members. Use 25Live to identify a meeting space: <a href="http://coe.georgiasouthern.edu/students/#sites">http://coe.georgiasouthern.edu/students/#sites</a></td>
<td>2-3 weeks or more in advance</td>
<td></td>
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</tr>
<tr>
<td>Once the meeting information is determined, notify all committee members and the departmental secretary.</td>
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</tr>
<tr>
<td>If the defense needs to be rescheduled, the student should follow the same process.</td>
<td></td>
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<tr>
<td><strong>NOTE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Defense may not be scheduled without explicit permission of the committee chair.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o All defenses will be held on the main campus. However, students may appeal to program faculty for permission to hold a synchronous defense (e.g., via Skype).</td>
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</tr>
<tr>
<td>o Only one repeat of the defense will be allowed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Pre-Prospectus defense is held.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Prospectus

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Forms</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop Prospectus following program guidelines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Request committee chair to read and respond to the Prospectus document and make needed revisions. Seek guidance from other committee members, including the methodologist, as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When revisions are completed, confirm with committee chair readiness for the Prospectus defense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Submit Prospectus document to committee members at least 2-3 weeks or more prior to the defense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Obtain approval from the committee chair to schedule the Prospectus defense. With approval, the candidate schedules the date, time and location of the defense with committee members. The candidate then submits a request for a room reservation on 25Live. Once the meeting information is determined, all committee members and the departmental secretary are notified by the candidate. If the defense needs to be rescheduled, the candidate should follow the same process.</td>
<td></td>
<td>2-3 weeks or more in advance</td>
</tr>
</tbody>
</table>

### NOTE ON ENROLLMENT:

Candidates must enroll for at least three (3) dissertation credits while dissertation work is in progress. The COGS appeals process may be used to ask for exceptions to this policy.

| Continuous Enrollment Policy Waiver (COGS form) | |

### Defense

6. Make revisions and submit modifications or revised draft to committee chair and committee members, as requested. Committee chair notifies the student if revisions are acceptable or not.

7. Results of Pre-Prospectus defense are reported by the committee chair. The **Doctoral Pre-Prospectus Report Form** is signed by Dissertation Committee members and submitted by the committee chair to the Graduate Academic Services Center for proper routing. Within two weeks of the Pre-Prospectus defense (with revisions to be made in a timely manner)

8. Student is recommended for Candidacy by the Dissertation Committee. The **EdD Candidacy Recommendation Form** is signed by the chairperson of the Dissertation Committee members and submitted to the Graduate Academic Services Center for proper routing. Two weeks after approved Pre-Prospectus defense
Skype) to conduct defenses must be justified and reviewed for approval by the dissertation committee and department chair. If approved, the defense must take place synchronously with all committee members present.
- Only one repeat of the defense will be allowed.

5. **Prospectus defense is held.**

   The committee chair must report a decision on the defense once the defense is scheduled and proceeds.

6. **Make revisions and submit modifications or revised draft to committee chair and committee members, as needed. Committee chair notifies the candidate if revisions are acceptable or not.**

7. **Results of Prospectus defense are reported by the committee chair. The Doctoral Prospectus Defense Report Form is signed by Dissertation Committee members and submitted to the Graduate Academic Services Center for proper routing.**

   - [Doctoral Prospectus Defense Report Form](COGS form)

8. **Participate in IRB on-line training and apply for IRB approval before beginning research, as required by the research project.**

   - [http://www.georgiasouthern.edu/research/orssp/compliance_irb.htm](ORSSP) (ORSSP)

   - After Prospectus defense and before beginning research with human subjects

**NOTE ON ENROLLMENT:**
Candidates must enroll for at least three (3) dissertation credits while dissertation work is in progress. Exceptions to this policy may be appealed through COGS.

<table>
<thead>
<tr>
<th><strong>Dissertation and Program Completion</strong></th>
<th><strong>Date Completed</strong></th>
<th><strong>Forms</strong></th>
<th><strong>Timeframe</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop Dissertation following program guidelines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Committee chair reads, responds to, and then confirms readiness for dissertation defense.</td>
<td></td>
<td>Application for Graduation (Registrar)</td>
<td>No later than the first class day of the fall semester for fall graduation and no later than the first class day of the spring semester for both spring AND summer graduation.</td>
</tr>
<tr>
<td>3. Apply for graduation and pay the graduation application fee prior to the application deadline. Important reminder! This deadline occurs very early the semester you plan to graduate (first day of class!) so please carefully check COGS academic calendar for key dates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Candidate obtains approval from committee chair to schedule the final defense. With approval, the candidate schedules the date, time and location of the defense with committee members. Candidate uses the 25Live web site to identify a meeting space.</td>
<td></td>
<td>Thesis/Dissertation Defense Announcement and Scheduling Form (COGS form)</td>
<td>To be received 3 weeks prior to the scheduled Dissertation Defense (begin process one month in advance)</td>
</tr>
</tbody>
</table>
Once the meeting information is determined, all committee members and the departmental secretary are notified by the candidate. Candidate completes the *Thesis/Dissertation Defense Announcement and Scheduling Form* and submits to Graduate Academic Services Center for proper routing.

If the defense needs to be rescheduled, the same process should be followed by the candidate.

**This is an excellent time to be sure that you have met all deadlines for graduation. You must apply for graduation no later than the first day of the term in which you will graduate.**

**NOTE:**
- Defense may not be scheduled without explicit permission of the committee chair.
- Defenses are to be conducted on campus.
  - Exception: Use of electronic means (e.g., Skype) to conduct defenses must be justified and reviewed for approval by the dissertation committee and department chair. If approved, the defense must take place synchronously with all committee members present.
- Only one repeat of the defense will be allowed.

### 4. Submit dissertation document to committee members in hard copy and electronically at least 3-4 weeks or more prior to the defense date.

### 6. Dissertation defense is held.

The Committee must report a decision on the defense once the defense is scheduled and proceeds.

**Note:** Candidates must bring their completed IRB Termination Form to the defense prior to committee members signing off.

### 7. Make revisions and submit modifications or revised draft to committee chair and committee members, as requested. Committee chair notifies the candidate if revisions are acceptable or not. Committee members sign off on the document only if satisfied with revised draft.

### 8. Results of Dissertation defense are reported and recommendation for award of the degree submitted to COGS by the committee chair. The *EdD Dissertation Defense Report and Recommendation for Award of the Doctor of Education Degree* form is signed by Dissertation Committee members and routed by the

<p>| Note: Dissertation Defenses will be posted on the COGS website. Apply for graduation on Registrar’s Website. <strong>Note:</strong> Late fee of $75 for missing the deadline and may not be able to graduate if too late. |
| 3-4 weeks or more in advance |
| <a href="http://www.georgiasouthern.edu/research/orssp/forms_compliance.html">http://www.georgiasouthern.edu/research/o rssp/forms_complian ce.html</a> (see IRB Termination Form) |
| Within two weeks of a successful Dissertation defense (with revisions to be made in a timely manner) |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Instructions</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Candidate receives COGS feedback on format, makes required format changes, and resubmits final version to COGS.</td>
<td>By submission deadlines established by COGS</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Committee members are notified by ETD e-mail for electronic verification approval of the dissertation and provide approval.</td>
<td>Refer to <a href="http://digitalcommons.georgiasouthern.edu/etd/etd_manual.pdf">Official Academic Calendar</a> for ETD deadlines</td>
<td>By deadlines established by COGS</td>
</tr>
<tr>
<td>NOTE ON ENROLLMENT:</td>
<td>Candidates must enroll for at least three (3) dissertation credits while dissertation work is in progress, including the semester in which graduation requirements are completed.</td>
<td>Program Survey (department) Graduate Program Exit Survey (COGS) Survey of Earned Doctorates (national)</td>
<td>As soon as possible after dissertation submitted to COGS</td>
</tr>
<tr>
<td>12.</td>
<td>Complete program and COGS exit surveys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Participate in Hooding Ceremony at Graduation (optional)</td>
<td></td>
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</tbody>
</table>