



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Higher Education

Doctor of Philosophy (Ph.D.)

Student Handbook

A guide to doctoral requirements for students in the Higher Education program within the Department of Educational Leadership and Policy Studies at Florida State University

2023 – 2024

Approved Summer 2023

The policies identified in this document are to be construed in light of existing University policies and with deference to the requirements imposed on graduate education by the College of Education, University, the Board of Trustees of Florida State University, and the Governing Board of the State University System of Florida. The information outlined is subject to change and students should be alert to announced revisions required by the faculty of the program, the department, College and University.

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*NOTE: Although we have tried to outline all of the relevant policies in this document, students should refer to the documents maintained by offices which govern specific policies (e.g., the College of Education, Graduate School, Registrar’s Office).

Section 1: THE HIGHER EDUCATION PROGRAM

Land Acknowledgment

We, within the Higher Education Program, acknowledge that our Program is located on the indigenous lands of the Apalachee Nation, the Muscogee (Creek) Nation, the Miccosukee Tribe of Florida, and the Seminole Tribe of Florida. We highlight and pay respect to this history because we understand how the state of Florida and Florida State University came to be settled on these lands. We recognize this land as scarred with a painful past of enslavement, settler colonial violence, the desolation of culture, and the forced removal of indigenous bodies. Despite this, we respect the cultural and ceremonial practices these Indigenous nations maintain in and around Tallahassee today. As educators, we honor the knowledge of these tribes and their people and acknowledge that Indigenous students, faculty, and administrators are vital to higher education. We embrace the decolonization of our educational system and commit to disrupting suppressive systems through the explorations of many truths and lived experiences and creating room for those who are often excluded by harmful colonial erasures in our practice and pedagogy.

Mission Statement

The mission of the higher education program is to prepare leaders who contribute solutions to the challenges facing higher education and society. The program provides a student centered learning community; promotes a culture of critical inquiry; emphasizes the discovery, integration, and application of knowledge about higher education; fosters a caring, collaborative, and inclusive environment; and encourages educational transformation and change.

Core Values

We value and attempt to create a learning community in which students develop a framework of knowledge that enables them to think critically, articulate values, and put their knowledge and skills to use. We value and seek to develop collaborative relationships in which faculty, students, staff, and practicing professionals identify and share in the realization of mutually valuable learning outcomes.

We value and try to create an open community based upon democratic ideals in which freedom of expression is protected, civility is affirmed, and appreciation and understanding of individual differences are honored and respected. In this light, we value a caring community in which the well-being of each person is important, and a life-net supports every member.

Pillars

Within our values, we hold three pillars as central to our teaching, research, and service to the university and higher education profession. Leadership, Social Justice, and Student Success are key components to program. We aim to train students and disseminate knowledge around these topics, as evident by our course offerings, publications, and professional involvement. Leadership, Social Justice, and Student Success guide our program and can be found in various aspects of the curriculum and events we organize for our students.

General Information

Graduate study in higher education prepares individuals for careers in administration and leadership in public and private two-year colleges, four-year institutions, and universities. Graduates work in a variety of service, research, and teaching programs in education agencies and organizations throughout the United States and abroad. Their careers offer the satisfaction of serving human needs and realizing valued societal goals. Graduate study in higher education can also improve opportunities for advancement and mobility as well as offer intrinsic rewards that stimulate productivity, enhance expertise, and renew motivation.

At Florida State University (FSU), the Higher Education Program has earned a national reputation for excellence in professional training. Established in 1957, the FSU program consistently ranks among the top programs in the United States in popular press publications such as *U.S. News & World Report* and in reputation studies conducted among higher education leaders, ranking 12 as of 2022. Graduate study options lead to the Master of Science (M.S.) or Doctor of Philosophy (Ph.D.) degrees.

A student's program of study is designed to focus on one of two focus areas: Student Affairs or Public Policy of Higher Education. By choosing a focus area, a student will be able to combine elective and core courses with other learning experiences in order to pursue their unique educational and professional goals. In general, curricula are designed to provide a knowledge base about the professional field and a theoretical framework to guide research and career development in higher education.

The faculty provide a variety of expertise essential to the continuing development of higher education as a field of study. Graduates make similar contributions, and our alumni constitute an important network of individuals who serve nationwide in positions of leadership within higher education institutions, research organizations, and policy-making agencies.

Doctoral Degree Programs

The Higher Education Program is located in the Department of Educational Leadership and Policy Studies within the College of Education. The Higher Education Program offers two Ph.D. focus areas for researchers: (1) Student Affairs and (2) Public Policy of Higher Education.

Financial Assistance

Tuition Waivers

Partial tuition waivers are usually available in the fall and spring with most assistantships. Tuition waivers are governed by the policies of the FSU Graduate School and are awarded through the College of Education. In some years funds may be limited, and every good faith effort is made to assign the money fairly and wisely. The funds available may not be sufficient to fully fund every student. Summer funding is very limited. It is the student's responsibility to find additional funding sources, usually through the Student Financial Aid Office.

Waiver Guidelines

For doctoral students, completion of all pre-dissertation coursework must be completed within 3 academic years. For doctoral candidates, a maximum of 54 dissertation credits or 6 semesters, with a 2-semester warning at 36 credits, will be available. A student can receive funding during both coursework and candidacy per the above guidelines. Both of these limits to doctoral tuition waiver funding apply regardless of the funding source.

Can exceptions to the COE Tuition Waiver Guidelines be requested?

Exceptions can be requested on a case-by-case basis for students who have experienced extenuating circumstances. These exceptions must first be approved by the department chairs, who will then request the exception from the Dean.

Fall and Spring Semesters

Nine hours of coursework is the minimum required to receive a tuition waiver in the fall or spring semesters. Students must be registered for at least nine hours by the time early registration closes or will lose the tuition waiver. If you have questions about waivers, hours, or deadlines, see the ELPS program assistant in 1209 Stone.

Summer Semester

Summer tuition waivers are determined each spring prior to the summer term. In past years, the number of hours needed for full-time enrollment depended on the summer session or sessions in which courses are taken. Summer semester information has changed as of Summer 2022, and the most up-to-date information can be found [here](#):

Allocations in recent years are shown below to help students plan the program of study for the degree:

Session	Minimum Enrollment
A	6 hrs
B	6 hrs
C	6 hrs
F	7 hrs
Combination of Above	8 hrs

Students must be enrolled in 6 credit hours in the summer to be eligible for financial aid. Disbursement of aid will be released when the minimum of 6 credit hours is reached. See [here](#) for more information.

For specifics on summer sessions dates, please review the registrar's academic calendar [here](#). For more information on assistantship waivers, talk with your hiring manager and the Senior Administrative Specialist of the ELPS department.

Academic Common Market

The academic common market is an interstate agreement among southern states for sharing academic programs. FSU permits in-state fees for students from states who are members of the

Academic Common Market of the Southern Regional Education Board if that state recognizes the Higher Education Program at FSU. To enroll as an academic common market student an applicant must obtain certification from the common market coordinator in the student's home state. More information about this opportunity, including specific information for each state may be found at <http://home.sreb.org/acm/choosestate.aspx>.

Section 2: DOCTORAL DEGREE PROGRAM

Outcomes of the Doctoral Degree Programs

Upon completion of the doctoral degree, graduates will have adopted a code of professional ethics and enhanced their critical thinking to work through complex and emerging problems in higher education, both theoretical and practical. They will also be able to demonstrate knowledge and application of approaches used in administration, leadership, and research.

Doctor of Philosophy (Ph.D.)

A Ph.D. student will demonstrate knowledge of theory and research. Ph.D. students will gain expertise in their chosen focus areas and expertise over the course of their studies. Using these focus areas as a basis, doctoral students will learn how to develop testable research questions or hypotheses, construct corresponding literature reviews, and develop strengths in methodologies that will allow them to devise a policy-relevant original research study that meets the requirements of the student's discipline of inquiry. Ultimately, students will graduate with the ability to conduct independent research of a quality required by the field's major associations and academic publications.

Admission Requirements

An applicant for admission to the Ph.D. program must meet the following three requirements: (1) a GPA of 3.0 or better on a 4.0 scale for the last two years of undergraduate study, (2) a graduate GPA of 3.5 or better on a 4.0 scale, and (3) a GRE score of 149 V, 147 Q, and 3.5 AW.

Official TOEFL results are required of all international applicants whose native language is not English and who have not studied in an English-speaking country for at least one academic year. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 80 on the internet-based test is required for admission to the university, even with a master's degree from an American college, to be considered for admission to a doctoral. Contact the Office of Admissions for more information.

The Ph.D. program is highly selective, and meeting minimum requirements is not a guarantee of admission. Factors that are relevant to the admissions decision include, but are not limited to, management and leadership experience in higher education, high motivation to achieve personal and professional goals consistent with the program's mission, and evidence of outstanding written and oral communication skills.

Ph.D. Degree Requirements

The Ph.D. degree requires a minimum of 57 semester hours of coursework beyond the master's degree. Students must maintain a minimum of a 3.00 GPA during coursework and enroll in a minimum of 24 hours of dissertation credits. Requirements regarding the distribution of those credit hours are outlined in the "Program of Study" section of this handbook. Additional substantive and/or research courses may be required by a supervisory committee, to enable the doctoral candidate to pursue competently his/her dissertation research.

Transfer Requirements

Any students currently enrolled in a graduate program at FSU who desires to transfer into any program in the Department of Educational Leadership and Policy Studies, including the Higher Education program, must be cleared by the ELPS department chair prior to admission.

Transfer of Courses

A student may transfer up to 6 semester hours of relevant course credit into the doctoral program, provided the student received a grade of "B" or better; the transfer courses are approved by the student's advisor; and the classes were taken after the completion of the master's degree and within 5 years of admission to the doctoral program. These transfer hours may be counted toward the completion of the program of studies leading to the doctoral degree if approved by the student's academic advisor. The student must obtain written approval for transfer credit from their academic advisor.

Substitution of Courses

An additional 6 semester hours of relevant course credit may be *substituted* for courses required as part of the program of study for the doctoral degree, provided the student received a grade of "B" or better and the classes were taken within 5 years of admission to the doctoral program, and the substituted courses are approved by a faculty member offering the course at FSU as equivalent in content to the course offered at FSU. In any case, in which a course is *substituted* under this paragraph, the student must take the same number of semester hours in a course relevant to the program of study in higher education. Whenever a course is *substituted*, the student must select an alternative course or courses with the consent of the major professor. The student must obtain written approval for substituted credit from their major professor.

Courses that are transferred or substituted will not count toward GPA or scholarly engagement requirements for the degree.

Incomplete Courses

Incomplete ("I") grades will be recorded only in exceptional cases when a student, who has completed a substantial portion of the course and who is otherwise passing, is unable to complete a well-defined portion of a course for reasons beyond the student's control. Students in these circumstances must petition the instructor and should be prepared to present documentation that substantiates their case. Incomplete grades will not be granted in order to allow students to do extra coursework in an effort to increase their grade.

In order to assign an incomplete, the instructor will indicate a time frame for resolution of the grade and the default grade to be assigned if the student does not complete the remaining academic work. It is the student's responsibility to complete the remaining academic work within the agreed-upon time frame.

Scholarly Engagement Policy

“The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the University. The goal is to prepare students to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge. Each academic unit with a doctoral program should include a program specific statement in its Graduate Handbook describing how its students can meet the Scholarly Engagement requirement” ([FSU Graduate Bulletin, 2023-2024](#)).

Purpose: The goal of the Scholarly Engagement requirement is to prepare doctoral graduates who can acquire, evaluate, communicate, and extend knowledge through active participation in the scholarly community.

Annual Confirmation of Scholarly Engagement: Each year, as part of the annual review process, doctoral students must demonstrate to their faculty advisor's satisfaction either 1) completion of benchmark(s) *or* 2) concrete progress toward the completion of benchmark(s).

Prerequisites to be completed before key milestones in doctoral progression: Certain benchmarks *must be completed before* students are allowed to 1) take the preliminary exam, 2) defend a proposal/prospectus, and 3) register for graduation.

Benchmarks for Scholarly Engagement

Before Preliminary Exam

- *During First Year* Complete the Category 5 TA Training (typically offered through the Program for Instructional Excellence - PIE)
- Attend at least 2 Relevant Research Roundtable (R3) presentations
- *and* Complete the Collaborative Institutional Training Initiative (CITI) Human Subjects Research (HSR) training course. Instructions on how to enroll in the correct CITI course can be found at: <https://www.research.fsu.edu/research-offices/ohsp/investigator-resources/citi-training-requirements>.

Before Prospectus/Proposal Defense

- Attend at least 1 prospectus defense as an observer
- *and* attend at least 1 dissertation defense as an observer
- *and* at least one of the following:
 - Attend at least 1 national conference (professional or research association)
 - Attend an outside/external methodological workshop
 - Attend an FSU professional development seminar/workshop

Before Graduation

- Present as first or second author/presenter at a national conference
- *or* Present as the first author/presenter at a state or regional conference
- *or* Publish an article as the first or second author in a peer-review journal
(article accepted or “in press” by time of registration for graduation is permitted)

Program of Study

The program of study is a form listing coursework leading to the completion of the degree program and includes a student's anticipated timeline for the award of a doctorate. A student's advisor will help begin the planning for a program of study, but the program of study is completed with the advice of and approved by the chosen major professor and supervisory committee. Each student will submit a program of study to OASIS within the College of Education *no later than twelve (12) months after enrollment* including Major Professor and Department Chair signatures. The program of study may be modified before completing the preliminary examination. The two departmental committee member names and signatures must be submitted to OASIS in the semester in which the doctoral student is registered for the preliminary exam via the College of Education Supervisory Committee Revision Form. The name and signature of the University Representative must be submitted to OASIS with the doctoral student's Dissertation Prospectus Clearance Form via the College of Education Supervisory Committee Revision Form. The Department Chair and College of Education Academic Dean must also approve a student's program of study. Forms and guidelines for planning a program of study are available OASIS/COE website at:

<http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>.

Ph.D. Program of Study¹

Higher Education Core (12 hours)

EDH 6059	Proseminar in Higher Education and Educational Policy (0)
EDH 6936	Seminar in Student Development Theories (3)
EDF 5519	History of Higher Education (3)
EDH 6401	Public Policy in Higher Education (3)
EDH 6635	Organization and Governance of Higher Education (3)

Electives: (15 hours)

Suggested courses for focus area in Public Policy:

EDA 5288	The Politics of Education (3)
EDF 5624	Economics of Education (3)
EDF 5652	Policy Development in Education (3)
EDH 5645	Data-Driven Decision Making for Institutional Researchers (3)

Suggested courses for focus area in Student Affairs:

EDH 6040	Research on College Students (3)
EDH 6081	Leadership and Change in Higher Education (3)

¹ Scheduled semester may vary. Check department listings.

EDH 6085 Social Justice in Higher Education (3)

Suggested 1 Technology course:

EDH 5309 Technology in Higher Education (3)

EME 5457 Intro to Distance Learning (3)

EME 6414 Web 2.0 Based Learning and Performance (3)

Suggested 1 of the following courses:

EDF 5089 Black and Latino Education: History and Policy (3)

EDH 6064 Women in Higher Education: A Historical Perspective (3)

EDF 5630 Sociology of Education (3)

EDH 6067 International Perspectives in Higher Education (3)

Outside Discipline or Multi-Disciplinary Coursework (9 hours) - work with major professor

Research Core (minimum 21 hours)

EDF 6486 Applied Research Methods in Educational Leadership & Policy (3)

EDF 6475 Qualitative Methods in Education Research (3)

EDF 5400 Basic Descriptive and Inferential Statistics Applications (4)

EDF 5649C Applied Education Policy Analysis (3)

EDA 6930 Seminar in Literature, Research, and Professional Writing (Literature Review) (3) *or*

EDH 6935 Seminar in Literature, Research, and Professional Writing in Higher Education (Prospectus Development) (3)

Discretion of student/advisor: Advanced Methods I (3)

Discretion of student/advisor: Advanced Methods II (3)

Dissertation (24 hours)

EDH 8964 Preliminary Doctoral Examination (0)

EDH 6980 Dissertation (24)

EDH 8985 Dissertation Defense (0)

Advanced Quantitative Methods Course Recommendations & Sequence:

EDF 5401 General Linear Modeling Applications (pre-requisite for those wishing to take advanced courses through the Educational Psychology and Learning Systems department)

EDF 5414 Introduction to Large-Scale Datasets

EDF 6471 Quasi-Experimental Data Analysis

Advanced Qualitative Methods Course Recommendations & Sequence:

EDF 6476 Advanced Qualitative Research Seminar

EDF 6619 Advanced Qualitative Data Analysis

EDF 6417 Computer-Assisted Qualitative Data Analysis

**For the departmental suggestion for course sequencing please see the 2023-2024 FAQ guide*

Major Professor

Students begin doctoral study under the guidance of a temporary advisor assigned to assist in developing a program of study. Subsequently, upon mutual agreement by the student and the faculty member, the student will select a major professor who works closely with the student throughout the doctoral program and guides the student's dissertation work. The major professor must have graduate faculty status in the higher education program. It is expected that the student will work with their temporary advisor to select the best professor to serve as their major professor within the initial year of study in the program. The major professor may or may not be the temporary advisor assigned to students at the beginning of the program.

Supervisory Committee

Following the selection of the major professor, the student should select a supervisory committee prior to registering for the preliminary examination. The selection of a supervisory committee should reflect the proper composition of expertise needed to direct the student's dissertation with particular attention to the selected dissertation topic. The student should make the selection of the supervisory committee with the assistance of their major professor.

The supervisory committee will consist of a minimum of four members, all of whom must be FSU faculty and have graduate faculty status. One committee member must be a tenured faculty member from outside the Department of Educational Leadership and Policy Studies to serve as the "university representative." Additional details about the requirements for the supervisory committee are available in the FSU Graduate Bulletin.

Research Courses

Students are required to take the research courses as outlined in the "Program of Study" section of this handbook. As outlined there, the research courses are sequenced to assist the student in developing competence in the conduct of inquiry, knowledge of research methods related to educational leadership, skill in appraising research, and the ability to construct an integrative literature review and prospectus.

Developing a Broad, Outside, or Multi-Disciplinary Perspective

Students should take courses to develop a broad or multi-disciplinary perspective on topics affecting higher education. All Ph.D. students must complete 9 credit hours from an outside or multi-disciplinary perspective. Students can fulfill this requirement by completing coursework in an outside discipline (e.g., sociology, political science) or taking a cohesive series of courses related to their planned dissertation from multiple programs/departments/disciplines. Students should consult with their academic advisor or dissertation committee chairperson to identify appropriate courses, which must be approved by student's advisor as part of their program of study.

Allowable "Outside" discipline / perspective courses...

1. **Cannot** be any courses with EDH prefix, **unless** that course is also cross-listed with another program/department/college.
2. **Cannot** be methodologically focused courses.
3. **Cannot** be courses that count toward a graduate certificate that is within ELPS (such as Institutional Research or Program Evaluation); but could count if it is a certificate administered by a unit outside of the ELPS department (for example: women's studies, PFP, etc).
4. **Can** be ELPS courses without the EDH prefix.
5. Do **not** need to all be from one discipline.
6. **Do** need to be cohesive, either topically and/or in relationship to a student's related to a student's professional or academic goals (especially the dissertation).
7. **Do** require assent of academic advisor.
8. **Can** include up to 1 DIS course (max of 3-hours) that **can** be graded via U/S (instead of a traditional A-F letter grade)
9. **Cannot** be counted twice in the program of study (e.g., if a course is counted as an outside discipline course, it cannot also count as an elective). Students must meet the elective and outside discipline hours with independent courses.

Advanced Individual Study Options

Students whose advisor determines that they have an adequate number of research methods courses may elect up to six (6) semester hours of Supervised Research (EDH 5915) or Directed Individual Study (DIS) (EDH 5906). Graduate policy prohibits students from taking more than six hours of supervised research toward the completion of the degree. The program discourages the use of the DIS because a DIS does not afford the student opportunity for interaction with other students engaged in the study of a particular subject, nor does this option permit the award of graded credit. Furthermore, a DIS does not result in the allocation of adequate student credit hours in relation to faculty effort and may operate to force the cancellation of courses due to insufficient enrollment.

Directed Independent Study (DIS) courses **do** require the assent of the student's academic advisor. They **cannot** be counted twice in the program of study. For example, if a DIS is counted as an outside discipline course, it cannot also count as an elective.

Internships

Another elective option for students is a Doctoral Internship (EDH 5942). For students needing practical experience, internships can be valuable by providing opportunities for the application of theory to the problems of practice. With the approval of the advisor, internships may be arranged in various college offices or government agencies.

Preliminary Examinations

As per the updated [2023-24 Graduate Bulletin](#):

Satisfactory completion of a preliminary examination shall be required for admission to candidacy for the Ph.D. degree. No student may register for dissertation hours prior to the point in the semester in which the preliminary examination was passed. An admission to candidacy form must be completed and filed in the Office of the University Registrar prior to registration for dissertation hours. After completion of the admission to candidacy process, the student may retroactively add dissertation hours for that semester in which the preliminary examination was completed. Retroactive changes are only permitted if the preliminary examination is passed by the end of the seventh week of the semester. For term specific deadline dates, please refer to the “Academic Calendar” in the Registration Guide.

The preliminary examination is designed to test scholarly competence and knowledge and to afford the examiners the basis for constructive recommendations concerning the student’s subsequent formal or informal study. The form and content of this examination will be determined by the department, college, school, or examining committee (typically, but not necessarily the same composition as the supervisory committee) administering the degree program. Prior to the examination, the student’s examining committee will determine whether the student 1) has a 3.0 average, and 2) has progressed sufficiently in the study of the discipline and its research tools to begin independent research in the area of the proposed dissertation.

The chair of the major department, the academic dean, and the Dean of The Graduate School may attend any session of the supervisory or examining committee as nonvoting members. A member may be appointed to the examining committee at the discretion of the academic dean or Dean of The Graduate School or on recommendation of the major professor. Normally, the examining committee will be identical with the supervisory committee.

The examining committee will report the outcome of the examination to the academic dean: passed, failed, additional work to be completed, or to be re-examined; the report following the reexamination must indicate the student either passed or failed. The results of the examination will be reported to the Office of the University Registrar for inclusion in the student’s permanent record.

If a student fails the preliminary examination before being admitted to candidacy, then the student is ineligible to continue in the degree program unless a re-examination of the preliminary examination is offered by the student’s supervisory committee or other relevant decision-making body within each department or unit, per that department or unit’s doctoral student handbook. The Academic Dean’s office should be notified of the outcome of any preliminary exam attempt.

Students can take the preliminary examination for admission to candidacy a maximum of only two times. A second failure on the preliminary exam makes the student ineligible to continue in the degree program. The second attempt at the preliminary exam shall occur no sooner than six full class weeks after the results of the first attempt are shared with the student. For the purpose of this policy, a “full class week” is defined as a week with five days during which classes are held at FSU. Students must be registered separately for their first and second attempt, if necessary, within the same semester, and must receive either a “pass” or a “fail” grade for each attempt.

An exception request regarding the timing of the re-examination can be submitted for consideration to the Academic Dean’s Office by either the student or the supervisory

committee. Students who allege that academic regulations and/or procedures were improperly applied for the re-examination of their preliminary exam may have their grievances addressed through the general academic appeals process. The full preliminary exam policy as listed here must be added to all doctoral student handbooks.”

Expectations of Preliminary Responses

When responding to the prompt, students will be expected to produce a paper that a) incorporates concepts, theories, and literature from the core coursework, b) addresses the problem(s) from a perspective drawn from their concentrations coursework, and c) outlines a research or evaluation plan consistent with their methodological training. A comprehensive rubric, detailing faculty expectations for strong exam papers, will be provided in the weeks leading up to the examination. In general, however...

- a) Students will be expected to demonstrate an understanding of, and an ability to use, professional and academic literature on topics discussed during their core courses. Although citations are expected, the quantity of citations is considered of secondary importance relative to the appropriate synthesis of relevant literature to support comprehensive, coherent, and compelling arguments.
- b) Students are expected to incorporate conceptual, theoretical, and methodological literature from their coursework throughout their examination. Although students may take a variety of approaches to identify key issues needing to be addressed for a particular prompt, students are expected to clearly articulate the perspective from which they are approaching the problem (e.g., public policy, student development, sociology, institutional leadership, equity).
- c) Students are expected to outline a defensible plan for applying an appropriate assessment, evaluation, or research design to further examine the issues underlying the problems outlined in the prompt. Students should propose designs consistent with their foci during methodological coursework. Successful exams may propose qualitative, quantitative, and/or mixed methods. Regardless of the specific methodological approach, students must justify their methodological choices using arguments drawn from and supported by the appropriate methodological, theoretical, and topical literature.

Rules and Responsibilities

1. Students will have one week to complete the examination. Late submissions will be considered as failed exams.
2. The exam should not exceed 25 pages *including* response, references, appendices, and any footnotes/endnotes. The body of the response should not be shorter than 15 pages of text. The prompt will include requirements for broad sections (e.g., Part 1, Part 2) and ranges of suggested page lengths for each section.
3. Students should have a title page and abstract (100-250 words) that would not be counted toward the 25-page limit.

4. The exam is to be formatted (including citations and references) according to the most recent guidelines of the American Psychological Association (APA).
5. Tables and figures may be placed in text close to where they are mentioned or may be referenced in the text and placed at the end of the paper. APA formatting should also be used for all tables and figures.
6. Pages should include one-inch margins on all sides, be double spaced, single-sided, and 12-point Times New Roman font (or equivalent-sized font) should be used. Submissions must be made in Microsoft Word.
7. Students are required to adhere to the Florida State University's Academic Honor Policy (<https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>), and *may not* receive any outside assistance while completing the exam. For example, students may not share documents, references, resources, or notes during the exam. Nor may students make use of friends, family, colleagues, or professionals to review, edit, proofread, or format the exam.
8. However, students *are* permitted to use any resources typically available to FSU graduate students, including the internet, library resources, course materials and notes, books, articles, and software.
9. Questions about the examination must be submitted directly via email to the faculty member coordinating the preliminary exam. All submitted questions will be reviewed and, if answered, will be shared with the entire group of students completing the exam. Students should assume, however, that all the information necessary for the successful completion of the examination is available via the Canvas site. Students are responsible for submitting the completed exam even if their questions remain unanswered during the exam period.
10. Adhering to these requirements is necessary for demonstrating compliance with the preliminary examination rules and responsibilities.

Preliminary Examination Retake Policy

If a student fails the preliminary examination before being admitted to candidacy, a re-examination may be offered by the student's supervisory committee or other relevant decision-making body within each department or unit, per that department or unit's doctoral student handbook. The Academic Dean's office should be notified of the outcome of any preliminary exam attempt.

Students can take the preliminary examination for admission to candidacy only two times. A second failure on the preliminary exam makes the student ineligible to continue in the degree program. The second attempt at the preliminary exam shall occur no sooner than six full class weeks after the results of the first attempt are shared with the student. For the purpose of this policy, a "full class week" is defined as a week with five days during which classes are held at FSU. Students must be registered separately for their first and second attempt, if necessary, within the same semester, and must receive either a "pass" or a "fail" grade for each attempt.

An exception request regarding the timing of the re-examination can be submitted for consideration to the Academic Dean's Office by either the student or the supervisory committee. Students who allege that academic regulations and/or procedures were improperly applied for the re-examination of their preliminary exam may have their grievances addressed through the general academic appeals process.

Admission to Candidacy

Satisfactory completion of a preliminary examination is required for admission to candidacy for the doctoral degree. A student must be admitted to candidacy for at least 6 months prior to the granting of the doctoral degree. All requirements for the doctoral degree, including a successful dissertation defense, must be completed within five calendar years from the time the student has been admitted to candidacy.

Dissertation credits may not be taken until a student is formally admitted to candidacy. After completion of the Admission to Candidacy process, the student may retroactively add dissertation hours for the semester in which the preliminary examination was completed if the preliminary examination was passed by the sixth full class week of the semester. This date will be posted on the Registrar's calendar. Students who fail or receive an incomplete ("I") in the preliminary examination will have a block placed on their registration for dissertation hours until the preliminary examination is successfully passed and the "I" grade is changed to passing ("P"). If a student received an incomplete in a previous semester and completes the examination within the first 8 weeks of the next semester, the student will be allowed to complete a late drop/add and change course hours to dissertation hours. This process is not allowed for the same semester a student initially registers for the preliminary examination.

Prospectus and Dissertation

The Ph.D. dissertation is expected to involve original research constituting a significant contribution to knowledge that includes the study's implications for further research and theory development.

After a student has passed the preliminary examination and becomes a doctoral candidate, they may enroll for dissertation hours. Twenty-four (24) hours of dissertation credit must be earned in this period before a student can defend the dissertation and be awarded the degree. A maximum of 12 dissertation hours can be taken in one semester.

While enrolled for dissertation hours, students are expected to demonstrate progress toward the completion of the degree. Doctoral students must produce a product for review by the major professor that is commensurate with the number of dissertation hours in which the student is enrolled. This product will be evaluated by the major professor at the end of each semester in order to determine whether the student should receive a satisfactory grade for progress on dissertation research. The major professor and supervisory committee will consider these products in assessing student progress towards degree completion on an annual basis.

During this period of enrollment, a research prospectus must be prepared that follows the guidelines of the College of Education. A copy of the Prospectus Guidelines and Clearance Procedures may be obtained at <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. A student should work closely with their major professor on the research prospectus for a dissertation study. A final draft of the prospectus will be examined by the supervisory committee and suggestions made for perfecting the proposal. The candidate will need to explain and defend the prospectus at the defense held with the members of the supervisory committee. The Department Chair, using a form provided in the Prospectus Guidelines and Clearance Procedures, must then approve the prospectus.

Prospectus Defenses are expected to be announced three (3) weeks in advance of the defense. Announcements should be sent via the Department's EDigest.

After the prospectus is approved, the student may begin the independent research that will culminate in the dissertation. To conform to dissertation requirements set by the University, the student should obtain a copy of Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers in the Graduate Student Handbook at <https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation>.

Students will initially submit the final draft of the dissertation to the major professor for review. After the review by the major professor, the student will be advised on when to distribute copies of the manuscript to the supervisory committee and how to schedule the date, time, and place of the defense. Formatting and clearance guidelines for the final electronic submission copy may be accessed from the FSU Graduate Studies website, <http://gradschool.fsu.edu/academics-research/thesis-treatise-dissertation> or by contacting the manuscript clearance adviser via e-mail at clearance@mailer.fsu.edu, or by phone at (850) 644-0045.

Dissertation Defenses are expected to be announced four (4) weeks in advance of the defense. Announcements should be sent via the Department's EDigest.

Academic Progress Expectations

All doctoral students are expected to take courses according to the Program of Study (POS), maintain a minimum of 3.0 GPA, and actively engage in dissertation research through frequent individual consultations with their major professors. In an annual review conducted during summer, a major professor will assess the progress of the student in writing and will make available copies of the annual review to the student, the departmental chair, and the academic dean. Major professors will use multiple sources of information including the student's scholarly engagement activities, coursework quality and grades, previous feedback given to the student, and the performance in milestone assessments (i.e., diagnostic, preliminary examination, prospectus) to evaluate the academic progress and to provide feedback on areas for improvement based on their expectations. Students are expected to discuss with their major professors to fully understand the major professors' academic expectations and feedback given

to them for improvement before signing the annual review form. When a student is not making satisfactory progress, a revised POS and/or an improvement plan (or a remediation plan) may be required at the time of annual evaluation.

Continuous Enrollment

Continuous enrollment at Florida State University is defined as enrollment without an interruption of two or more consecutive semesters (including the Summer term). Credits earned at other institutions during any semester while not registered at Florida State University will not constitute continuous enrollment at the University. Students who are not enrolled at the University for two or more consecutive semesters and who are not on an approved leave of absence must apply for readmission before resuming their studies.

A student who has completed the required coursework, passed the Preliminary Examination and submitted an Admission to Candidacy form to the Office of the Registrar, and continues to use campus facilities and/or receives faculty supervision, but has not been cleared by the Manuscript Clearance office shall include in the required full-time load a minimum of two credit hours of dissertation per semester, including Summer term, until completion of the degree.

Time Limit for Completion of Degree

All requirements for the doctoral degree must be completed within five calendar years from the time the student passes the preliminary examination and is admitted to the candidacy. If the student's major professor and/ or Department Chair does not choose to either approve an Extension of Time (EOT) or require the student to take the preliminary exam and/or coursework again for readmission to candidacy, then the student may no longer be enrolled in that program or at Florida State University.

Readmission

When a student fails to register for minimum hours for two consecutive semesters, the Office of the University Registrar regards the student as inactive, and the student will no longer be able to register for courses. It is the policy of the Department of Educational Leadership and Policy Studies that doctoral students who become inactive must seek readmission to continue their degree program. Readmission is an option for students who have been inactive for two years or less. Students who were inactive for more than two years without a leave of absence must go through the regular admissions process.

To regain an "active" student status, the student needs to formally apply to the program for the following semester. In addition to submitting the same materials required for the regular admission, the student is required to: 1) explain in the letter of intent the reason for the inactivity and the plan for continuous enrollment and degree completion in a timely manner indicated in the revised POS, and 2) obtain a letter of recommendation from the current academic advisor who evaluates the current progress and the future prospect in the academic work of the student toward degree completion. The program will make a readmission decision in consultation with the student's academic advisor at the beginning of the fall or spring semester.

If the student seeking re-admission had already passed the preliminary examination and been admitted to candidacy before becoming inactive, the student must also submit a prospectus and proposed timeline for completion that the major professor considers defensible and reasonable, respectively. Upon readmission, the student's supervisory committee shall require that the student register for the preliminary examination and set a date for the defense of the prospectus, in accordance with the Time Limit for Completion of Degree policy discussed above. The student must then remain continuously enrolled (see section on *Continuous Enrollment*) by completing a minimum of two dissertation hours per semester while completing all requirements for the doctoral degree within five years from the new date of admission to candidacy.

Former students who were inactive for more than two years must go through the regular admissions process.

Defense of Dissertation

The defense of the dissertation will be oral, and the defense must be completed at least 4 weeks prior to the date on which the degree is to be conferred. Revisions to the final dissertation must be completed before submission to the Graduate School which often requires an earlier defense date.

Academic courtesy suggests that the draft of the dissertation should be submitted to each member of the supervisory committee at least four (4) weeks before the date of the oral defense. The supervisory committee conducts the oral defense. At least four (4) weeks prior to the date of the defense, the student and major professor will present an announcement of the dissertation title and the date and place of the oral defense to the FSU Graduate School and on the department's EDigest. A link to the Defense Announcement Form can be found online at <http://gradschool.fsu.edu/academics-research/thesis-treatise-dissertation>.

Dissertation defense results must be signed by all committee members and the department chair. All committee members and the student must attend the entire defense in real-time, either by being physically present or participating via distance technology. If exceptional emergency circumstances, e.g. medical or other emergency situations, prevent the participation of a committee member then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate (FSU Graduate Bulletin, College of Education).

A written critique of the result of the defense of the dissertation should be submitted by the outside committee member from the graduate faculty to the appropriate academic dean and the Dean of Graduate Studies within one week after the date of the defense. After approval by the oral dissertation defense committee, the student should submit the final manuscript electronically to the manuscript clearance adviser.

Defense Decision Definitions, as per the General Bulletin, Graduate Edition 2023-24

Each member must sign the online Defense Decision Form to substantiate the results of the defense. The oral examining committee will certify the results of the defense. The oral examining committee will certify the results of the examination as one of the following: Pass, Pass with Major Revisions, Re-Examine, or Fail.

Pass. To receive a Pass, the dissertation must be in its final form or require only minor revisions (e.g., grammar, typographical, clarifications, minor changes not requiring review by full committee) at the time of the defense, AND the student passed their oral defense. A decision of Pass for the defense of thesis requires at least a majority approval of the committee. Individual departments may impose stricter requirements for what constitutes a Pass. Departments and other degree-granting programs must publicize their policy on this issue in their Graduate Student Handbook and in the relevant section of the Graduate Bulletin.

Pass with Major revisions. This decision indicates that the thesis requires major revisions (e.g., additional chapters, major restructuring, significant changes needing approval by either the major professor/chair or the full committee), AND the student passed their oral defense. Revisions must be completed and approved within 60 days of a successful defense, or a re-examination will be required per The Graduate School's 60-Day Deadline. For more information on this 60-Day deadline, please see [here](#).

Re-Examine. The committee may determine a re-examination is necessary if the thesis had significant flaws and major revisions are need (i.e., the current research will take a substantial amount of work/ time to correct), AND/OR the student's oral defense was unsatisfactory. This decision can only be given once. If the student completes a re-examination and does not pass with only minor revision required to the thesis, they should be given a Fail.

Fail. In the case of a Fail, the thesis had significant flaws to the point at which the committee believes the student should discontinue the program, or that a new research direction is required; AND/OR the student's oral defense was unsatisfactory, and another defense of the existing project will not be allowed. This decision should only be given when a committee/academic unit does not believe the student should continue in the program, or if the student will be required to move in an entirely new direction for their research. It is the committee's goal to prevent students from defending if their work is substantially flawed when they are reviewing it prior to defense. This decision is required if a student completes a re-examination and does not earn a Pass.

After approval by the oral examining committee (which includes or may be the same as the supervisory committee) and completion of the Final Content Approval Form in the Manuscript Clearance Portal, the student should electronically submit the post-defense, final content-approved version of the thesis to the Manuscript Clearance Advisor. This submission must occur by the semester deadline or within 60 days of successful defense (whichever is earliest). The degree cannot be awarded until the required forms have been completed on The Graduate

School's Manuscript Clearance Portal and the final version of the manuscript has been submitted to and approved by the Manuscript Clearance Advisor. If the appropriate deadline is missed, the student's semester of graduation may be delayed and/or they must be re-examined. Electronic manuscript/forms submission instructions and deadlines can be found on The Graduate School's website under Thesis, Treatise, and Dissertation.

Leave of Absence

Under special circumstances, graduate students may apply for a leave of absence from the University for a specific period of up to three consecutive semesters (includes Summer term). The circumstances justifying a leave include but are not limited to: personal or family medical conditions, call to active military duty, parental leave, death in immediate family, or completion of an off-campus internship. The student must provide appropriate documentation and a rationale for the leave request.

To apply for a leave of absence, a student must complete the Request for Leave of Absence Form at <https://gradschool.fsu.edu/forms> and submit it together with appropriate documentation to the major professor/advisor/Program Director. If the major professor/advisor/Program Director approves the application, it should then be forwarded to the department head and subsequently to the college dean for consideration. If approved at all these levels, the college dean should notify the Registrar and the Dean of the Graduate School of the decision. The college dean should also notify the student of the decision (approved or denied). The Registrar will place a notation on the student's record. A student who is denied a request for leave at any step may appeal the decision to the Dean of The Graduate School. Retroactive Leave of Absence requests are not permissible.

An approved leave of absence preserves the student's academic status in his or her degree program, and the time off will not be counted against the time limits for awarding degrees. Consequently, registration is not required during the leave period and the student need not re-apply to the program to return to active status at the end of the approved leave period. A leave may be extended for additional consecutive semesters (includes Summer term). A student should apply for the leave extension no later than four weeks prior to the end of the final semester/term of his or her initial leave to allow time to consider and process the request. Extension of a leave is subject to approval of the program, college, and the Graduate School. The cumulative number of consecutive leave semesters (including summer term) shall not exceed six. The total consecutive or non-consecutive leave time a student is not registered in the program shall not exceed twenty-four months. At the conclusion of the approved leave, a student must enroll at Florida State University and return to active status no later than the start of the next academic semester. Students cannot be on leave during their semester of graduation and must be registered for a minimum of two hours that semester.

A student on a leave of absence may terminate the leave at any time prior to the approved ending date. In such cases the student would be immediately subject to the continuous enrollment and registration policies. Students returning from a leave of absence of more than

one year will be required to disclose any legal or campus disciplinary charges that arose during the leave and provide updated contact and mailing address, residency documentation, and other biographical information as required by the University for reporting and processing purposes.

While on leave a student will not have access to campus facilities and personnel. This means a student will not have access to labs, libraries, and online resources that require an FSUID. Students on leave cannot remain in student housing. There is no guarantee that financial aid will be continued. Students with financial aid or student loans should confer with the Financial Aid Office and review their loan agreements prior to requesting a leave of absence to ascertain the consequences a leave will have on their loan status. University assistantship and fellowship support will be discontinued for the duration of the leave. Programs are not obligated to reinstate funding support that was provided prior to the leave though they are encouraged to do so if funds are available. Students receiving external support, e.g., an NSF Graduate Research Fellowship, should check the terms of the award to determine the impact of being on leave. In-state residency status may be impacted if the student moves out of the State of Florida, and then returns to resume the degree program. Students should seek guidance from the Registrar on the potential impact on in-state residency. International students should check with the Center for Global Engagement to determine if a leave would adversely affect their visa status. Students should also consider other factors that might impact their circumstances upon their return to active status. For example, a major professor might depart the University, or under extreme circumstances a degree program might be suspended or terminated. The University has an obligation to provide a path to completion for enrolled students as well as students on a formally approved leave of absence.

Graduation

A student must be admitted to candidacy for at least 6 months prior to the granting of the doctoral degree. An application for a diploma must be made in the Office of Records and Registration – Graduate Section, the first 2 weeks of the semester in which graduation is planned. A Final Term Clearance Form will be given to the student to complete. The *University Clearance Guidelines*, which contain graduation forms, must be obtained from the FSU Final Clearance Advisor.

Section 3: SELECTED UNIVERSITY POLICIES

Academic Honor System

A major concern of any educational institution, ranking with its concern for the advancement and dissemination of knowledge, is the maintenance of high standards of integrity and responsibility in the academic community. The Florida State University recognizes the responsibility of both faculty and students in developing and maintaining these standards. The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the Florida State University Student Conduct Code (6C2-3.004), which can be found in the Florida State University Student Handbook.

Academic Honor Policy

The statement on *Values and Moral Standards* says: “The moral norm which guides conduct and informs policy at The Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <https://registrar.fsu.edu/archive/bulletin/graduate/>)

The statement also addresses academic integrity: “The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one’s claims and representations and honesty in one’s activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at <https://registrar.fsu.edu/archive/bulletin/graduate/>)

Guided by these principles, this Academic Honor Policy outlines the University’s expectations for students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. The Academic Honor Policy Committee may take direct jurisdiction of a case under extraordinary circumstances when it is determined by a majority vote of the committee that taking direct jurisdiction is appropriate. Students in the College of Law and the College of Medicine are governed by the academic integrity policies and procedures of their respective colleges, which are subject to approval by the Academic Honor Policy Committee.

FSU Academic Honor Pledge

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at The Florida State University. I will abide by the Academic Honor Policy at all times. (Retrieved from the current General Bulletin

located at <https://registrar.fsu.edu/archive/bulletin/graduate>)

Academic Honor Violations

Full policy available online at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>

Note: Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

1. PLAGIARISM. Presenting the work of another as one's own (i.e., without proper acknowledgement of the source).

Typical Examples Include: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts, or information without acknowledgement of the source; utilizing ghostwriting or pay-for-paper services; submitting another's work through online thesaurus software.

2. CHEATING. Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise.

Typical Examples Include: Copying from another student's work or receiving unauthorized assistance during a quiz, test, or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams. This includes unauthorized actions taken on any social media platform.

3. UNAUTHORIZED GROUP WORK. Unauthorized collaborating.

Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor. This includes unauthorized actions taken on any social media platform.

4. FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Unauthorized altering or inventing of any information or citation that affects grades given for academic work or attendance.

Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for a class absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. MULTIPLE SUBMISSION. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding whether students may incorporate existing work into new assignments clear in writing.

Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.

Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

7. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another commit an act of academic dishonesty.

Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

Academic Responsibility

Each student shall be responsible for abiding by the Academic Honor Code at all times. The instructor may further define in writing in the syllabus or other documents the instructor's specification of the acts that shall constitute a violation of the Academic Honor Code. Any student who observes cheating or violates the Academic Honor Code is expected to report the violation to the instructor of the course.

ADA Compliance

Florida State University is committed to providing a quality education to all qualified students. The Office of Accessibility Services (OAS) was established to serve as an advocate for FSU students with disabilities and ensure that reasonable accommodations are provided. As a primary advocate for students with disabilities, the OAS works with faculty and staff to provide accommodations for the unique needs of students both in and out of the classroom. The OAS offers an opportunity for students to achieve their academic and personal goals. Students are encouraged to take advantage of the wide array of services available from the OAS. For further information, contact the Office of Accessibility Services at 644-9566 (voice); 850.270.5370 (for TDD) or go online to <https://dsst.fsu.edu/oas>.

Grade Appeals System

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Vice President for Faculty Development and Advancement.

Step 1. Within fifteen class days (defined throughout the Grade Appeals System as Mondays through Fridays during regular fall, spring, and summer semesters, as noted in the FSU Academic Calendar maintained by the University Registrar. Class days are not dependent on whether an individual student has class on a particular day) following the date that final grades are made available to students, the student must contact the instructor in question to discuss the grade and attempt to resolve any differences. The student should document any attempts to contact the instructor in order to establish that the appeal was begun within this fifteen-class-day period. In the event that the instructor is not available, the student should provide that documentation to the instructor's program or department chair. It is expected that the student will first attempt to resolve the grade dispute with the instructor; however, either the student or the instructor may consult with the appropriate department chair, school director, or designee during this process.

Step 2. If no resolution is reached within this fifteen-class-day period, after the student's documented attempt, the student has an additional ten class days to submit a written statement to the department chair, school director, or designee. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal.

Within twenty class days thereafter, the department chair, school director, or designee will set a date for a meeting of a grade appeals screening committee composed of three students enrolled in the academic unit offering the course to review the appeal. These students should be either undergraduate or graduate students, depending on the enrollment status of the student challenging the grade. The meeting should occur within that twenty-class-day period, if practicable. Appropriate students who have no conflict of interest will be chosen to serve on this screening committee by a student organization associated with the program or department, if such an organization exists. If none exists or if members of such an organization are not available, the department chair, school director, or designee will select appropriate students who have no conflict of interest. Both the student and the instructor may attend the meeting, as may the department chair, school director, or designee.

The role of the screening committee is solely to determine whether the student has presented sufficient evidence to warrant further review. Within five calendar days after this meeting, the screening committee will render its decision in writing (recommend/do not recommend further review) to the department chair, school director, or designee, the student, and the instructor. A negative decision will end the appeal. A positive decision will trigger the next step in the process.

Step 3. Within fifteen class days of a positive decision from the grade appeals screening committee, the department chair, school director, or designee will appoint and arrange for a meeting of a grade appeals board. The meeting should occur within that fifteen-class-day period, if practicable. The board is composed of three faculty members and two students other than those who served on the screening committee. These students should be either undergraduate or graduate students, depending on the enrollment of the status of the student challenging the grade.

The purpose of this board is to determine whether or not to uphold the final grade assigned by the instructor. The board will consider only the evidence provided by the student and the instructor in making the determination. The student, the instructor, and the department chair, school director, or designee may attend the meeting.

The grade will be upheld unless the evidence shows that the grade was awarded in an arbitrary, capricious, or discriminatory manner, as a result of a gross violation of the instructor's own evaluation (grading) statement. If the original grade is not upheld, the board will recommend that an alternative grade be assigned by the department chair, school director, or designee.

If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Office of Faculty Development and Advancement regarding referral to the Faculty Senate Student Academic Relations Committee.

Note: For additional information regarding general grading practices and approvals, please refer to the 'Grading Practices' section in the "Academic Regulations" chapter of the *General Bulletin*.

Graduate Academic Policies and Procedures

The following websites reflect newly updated information on graduate-level academic policies at FSU:

- The Florida State University Graduate Bulletin (see <https://registrar.fsu.edu/archive/bulletin/graduate/>)
- The Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers (see <https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation>)

Dissertation

A doctoral dissertation must be completed on some topic connected with the major field of study. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student. The manuscript must be prepared according to the style and form prescribed by the department. Formatting and clearance guidelines for the final electronic submission copy may be accessed from the Office of Graduate Studies Web site, <http://www.gradstudies.fsu.edu>, or by contacting the manuscript clearance adviser.

A student who has completed the required course work, passed the preliminary examination and submitted an Application to Candidacy form to the Office of the Registrar, and continues to use campus facilities and/or receives faculty supervision, but has not made a final dissertation submission shall include in the required full-time load of twelve (12) semester hours a minimum of two (2) dissertation hours per term. Those with underload permission must register for at least two (2) hours of dissertation credit per term. Underloads must be approved by the academic dean. Before registering for dissertation hours, the student

must consult the major professor as to the proportion of time to be devoted to dissertation work. The number of hours listed will show the proportion of time to be devoted to the dissertation (with twelve [12] semester hours as an indication of fulltime status). For example, OCE 6980, four (4) semester hours, will indicate that the student expects to devote one-third of the time to dissertation. The number of hours should not only reflect the effort of the student but should also take into account the use of campus facilities/resources and faculty interaction/supervision.

The minimum number of dissertation hours for completion of a doctoral degree shall be twenty-four (24) semester hours.

For more specific information on final-term registration, see the scholarly engagement requirements listed above. Final approval of the dissertation by the entire supervisory committee is prerequisite to the awarding of the degree. This is true no matter how many hours a student has completed in dissertation or what grades have been recorded for the dissertation hours. As a condition of undertaking a dissertation program, the student agrees that the completed dissertation will be archived in the University Libraries system. The student will make the electronic dissertation available for review by other scholars and the general public by selecting an access condition provided by the FSU Graduate School.

Registration for Final Term

For doctoral students and master's students in a thesis-type program, registration shall be required in the final term in which a degree requiring a thesis, dissertation, or treatise is granted, in accordance with the policies stated in the 'Thesis' and 'Dissertation' sections of this chapter. If a student does not make the manuscript final submission deadline for a given term, but completes all degree requirements before the first day of the next term, it is possible to waive the registration requirement. To be eligible for this registration exemption, all degree requirements, including manuscript clearance, must be completed prior to the first day of the next term. The FSU Graduate School, (850) 644-3500, can provide information on this procedure.

Guidelines for Restrictions on the Release of Theses and Dissertations

The free and open dissemination of the results of research conducted at Florida State University is required if the University is to contribute effectively to the education of its students and to the body of human knowledge. Conflicts can develop among the interests of research sponsors, research directors, and the students doing the research. To ensure that the interests of all parties are protected, the following guidelines should be observed. An ETD must be made available in its complete and original format. It cannot be subdivided into chapters and disseminated under different distribution options.

- **Worldwide Distribution.** Recommended to all of our students. This option makes the ETD freely available worldwide via the FSU ETD Digital Library. It should be noted that some publishers may see a conflict with this level of distribution prior to publication.

- **Embargoed Access (24 Months).** Recommended to students who have a patent application in process or who want to restrict access to the ETD for a limited amount of time in order to pursue commercial interests or other publication. After the restricted time period, the document will be made freely available through worldwide distribution (option above).

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Section 4: PROGRAM FACULTY

Full-Time Faculty

Cameron Beatty, Ph.D., Iowa State University

- Associate Professor and Higher Education Program Coordinator
- Gender and race in leadership education, leadership development, and socially just leadership education

Tamara Bertrand Jones, Ph.D., Florida State University

- Associate Professor
- Doctoral socialization, Gender and race in higher education, mentoring, program evaluation, and qualitative research

Viveckanand S. Chunoo, Ph.D., Florida State University

- Teaching Faculty, Undergraduate Certificate in Leadership Studies
- Teaching and learning in leadership, developmental outcomes of leadership training and development programs, remote/distance leadership education

Walt Ecton, Ph.D., Vanderbilt University

- Assistant Professor
- The intersections of high school, higher education, and the workforce and students who take nontraditional pathways through education

Kathy L. Guthrie, Ph.D., University of Illinois at Urbana-Champaign

- Professor and Director, Undergraduate Certificate in Leadership Studies
- Leadership education, online teaching and learning, and student affairs professional development

Shouping Hu, Ph.D., Indiana University

- Louis W. and Elizabeth N. Bender Endowed Professor, HESA Faculty Advisor
- Higher education access and success, student engagement and learning, and public policy

Christine Mokher, Ph.D., Vanderbilt University

- Professor and Director, Institutional Research Certificate Program
- Public policy college readiness, student transitions from high school to postsecondary education, college success, mixed methods research, and program evaluation

Joe O'Shea, Ph.D., University of Oxford

- Associate Provost, Dean of Undergraduate Studies
- Student success, teaching and learning, and gap years

Lara Perez-Felkner, Ph.D., University of Chicago

- Associate Professor
- College access and success; sociology of education, women and underrepresented students in higher education, basic needs insecurity, and STEM higher education

Sally Watkins, Ph.D., Florida State University

- Teaching Faculty, Undergraduate Certificate in Leadership Studies
- Leadership, history of higher education, institutional presidents, and career readiness

Annie Wofford, Ph.D., University of California, Los Angeles

- Assistant Professor
- Inequities in higher education, with an emphasis on equity minded structures of support in students' mentoring relationships and STEM graduate school trajectories

Affiliated Faculty

Brandon Bowden, Ph.D. Florida State University

Black men in higher education, student affairs

Jillian Volpe White, Ph.D. Florida State University

Student affairs assessment, leadership education, and experiential learning

Emeritus Faculty

Joseph Beckham, J.D. & Ph.D., University of Florida

Jon C. Dalton, Ed.D., University of Kentucky

Dale W. Lick, Ph.D., University of California-Riverside

Robert A. Schwartz, Ph.D., Indiana University

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