EdD Handbook

2020-2021

Doctoral Office of Advising and Records
College of Education and Health Professions
Columbus State University
Columbus, Georgia

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Program Overview

With the present climate of accountability, there is a substantial demand for educators who have a high level of expertise in school improvement, professional learning, and educational research. Educators who work with various student populations should be able to identify current needs, examine or explore those needs, and implement practices or policies based on empirical literature to improve those needs. The College of Education and Health Professions (COEHP) at Columbus State University (CSU) is committed to developing this level of expertise through the Doctor of Education (EdD) in Curriculum and Leadership. The EdD program is offered through the collaborative efforts of faculty in the Department of Teaching, Leadership, and Counseling (TLC) and the Department of Kinesiology and Health Sciences (KHS). The EdD program offers three distinctive specialization tracks: (1) Curriculum; (2) Educational Leadership; and (3) Higher Education Administration.

All three tracks of the EdD program follow a cohort model in which students move through the program with the same students with which they entered. Both the Curriculum and Educational Leadership tracks are offered through a blended format of online and face-to-face instruction while the Higher Education Administration track is offered fully online. All three tracks utilize both synchronous and asynchronous online instruction. Each EdD program required 63 credit hours through a combination of content-specific coursework, related electives, research coursework, and dissertation hours. CSU's Doctorate in Education program is intended for classroom educators, school administrators, and district personnel as well as other professionals seeking expertise in curriculum and instruction, educational leadership, and higher education administration.

Students in the Curriculum track may, after completing the specialized program track and passing the Georgia Assessments for the Certification of Educators (GACE) in Curriculum and Instruction, add Curriculum and Instruction certification (i.e., S-7). Program completers in the Educational Leadership specialization track who have certification in Educational Leadership from the Georgia Professional Standards Commission (GaPSC) can have their current certification upgrade to the doctoral level (i.e., L-7).

Program Eligibility

Before applying to the EdD program at CSU, applicants should review the admission criteria to ensure eligibility. All applicants must meet the general admissions requirements set by CSU. Applicants to the doctoral program must also meet the program admissions requirements. At a minimum, all applicants to the EdD program should have at least a master's degree from an accredited U.S. institution, or the equivalent from an international university, with a cumulative graduate grade point average of 3.5. For international students, additional international admission requirements may be required.

Application Process

Admissions decisions are based on a holistic combination of criteria, including application materials, the interview, the writing assessment, letters of recommendation, professional experience, academic transcripts, and GRE scores. All applicants must meet the general admissions requirements set by CSU. Applicants to the doctoral program must also meet the program admissions requirements.

General Admission Requirements

- A master's degree from a regionally accredited university
- A completed online application
- Non-Refundable $50 application fee. *Payable through the Bursar's Office*
- Official transcripts from each university previously attended. *Submitted electronically to data_entry@columbusstate.edu*
- Verification and Proof of Lawful Presence
- Certificate of Immunization
- Additional criteria may be required for international applicants

Program Application Requirements

- At least a master's degree from a regionally accredited U.S. institution or the equivalent from an international university.
- Good academic standing at previous institution(s).
- Official Graduate Record Exam (GRE) scores within the last 5 years. Preferred minimum scores include a combined total of 297 for the general portion (Quantitative Reasoning and Verbal Reasoning) and 3.5 for the Analytical Writing component.
- Grade Point Average (GPA) of at least a 3.5 on all graduate coursework completed at any accredited U.S. institution in pursuit of a graduate degree.
- Professional Statement. *Describe why you want to pursue an EdD, including your professional goals, anticipated advancement into leadership roles, related leadership experiences, and anticipated contribution to your profession after completion of this EdD Program.*
- Resume. *Include all previously awarded degrees, related professional employment/experiences, professional service/contributions, and special recognitions.*
- Experience Verification Form. *Four (4) years of experience in a school setting or in a leadership role within the private sector or higher education.*
- Demographics Form
- Letters of Recommendation *Two (2) Letters of Recommendation – At least one letter of reference should be from a building-level administrator (e.g., principal) or your direct supervisor if you are in a system-level position or other work arena.*
- Verification of Lawful Presence
- Background check to verify no criminal record or discharge from the armed services that would prevent recommendation for related teacher, counseling, or leadership certifications.
- Interview
- Timed writing assessment.

Graduate admissions procedures differ from those of undergraduate admissions procedures in that admissions decisions are made at the department level rather than the university level. Your completed application packet will be forwarded from the university admissions office to the department to which you are applying only after you've completed all general admission requirements.

Applicant Review

The CSU Office of Admissions will notify prospective EdD student when initial admission paperwork requirements have been received. The application packet will be sent to the Director of Doctoral Program in Education for initial screening. After the initial screening process (i.e., documented professional experiences, academic transcript review), qualified prospective students who have submitted initial paperwork by the stated deadline will be invited to the campus for interviews and timed writing assessments.

Members of the Graduate Faculty and the Doctoral Program Committee will conduct interviews and review admission paperwork, interview rubrics, and writing assessment scores for each prospective student. Admission's decisions are based on a holistic combination of criteria including the interview, writing assessment, letters of recommendation, professional experiences, and academic transcripts.

The Doctoral Office of Advising and Records will notify prospective students of admission's decisions within two weeks of the on-campus interviews.

Newly Admitted Students

The Doctoral Office of Advising and Records will notify prospective students of admission's decisions within two weeks of the on-campus interviews. Prospective students will have two weeks from the date of admission notification to accept or decline the offer of admission.

Any student who has been admitted to the EdD program may elect to defer their admission for one year and enter with the follow year's cohort.

Official Communications

The CSU email account is the official source of communication for students, faculty, and staff of CSU. The EdD student should use this official source of communication for all email communications. The EdD student should check their CSU email account throughout the week for information related to courses or course assignments and for any other program or university announcements.

EdD Program Website

All EdD students should monitor the EdD Program Website. This website contains links to policies and procedures, recommended programs of study, coursework and dissertation resources, the EdD program calendar, and other vital resources.

New Student Advising

All newly admitted doctoral students will enter with the Director of the Doctoral Program as their advisor. Students should contact their advisor to set up an initial advising meeting as soon as possible after admission notification. Once established in the program, you will contact the Doctoral Program Administrative Coordinator for advising appointments and questions.

During this meeting, you can expect to discuss any transfer work you'd like considered, your sequence of courses throughout the program, and the resources available to you as a student at CSU.

Graduate School Orientation

Before beginning EdD coursework, all students must complete the Graduate School's Online Orientation. You may access this orientation through MyCSU under the "Admissions" section. The online orientation contains a series of modules that will provide EdD students with information about Graduate School policies and procedures along with information about other support services available for graduate students. The online orientation should take approximately 30 minutes to complete.

Introduction to The EdD Program at CSU

In addition to the Graduate School's Online Orientation, all newly admitted students will, in their first semester of the program, be enrolled in a zero-credit hour Doctoral Seminar course. This course will serve as an introduction to the doctoral program, doctoral faculty, resources available to doctoral students, and the dissertation writing process. Taught by the Director of Doctoral Programs and faculty from within the doctoral program, this course should orient new EdD students to the rigor and structure of completing a doctoral degree at CSU. This course is a requirement of all EdD students and is a prerequisite for enrollment beyond the first term of coursework at CSU.

MyCSU

MyCSU is the portal through which students, faculty, and staff access email, courses, forms, and all other programs and services available through CSU. The MyCSU username will be the first part of the EdD student's CSU email (i.e., lastname_firstname). Some usernames also include digits (i.e., lastname_firstname7). The CSU username and password it required to sign in to D2L/CougarVIEW and many other university resources.

- ***First-time MyCSU User***: Go to MyCSU. Obtain your username by clicking "Forgot your OneCSU username?" The initial password is your birthday in the format MMDDYY. For example, if June 10, 1980 is your date of birth, your password would be 061080.

Course Registration

EdD students can register, drop, or withdraw from courses through MyCSU. The EdD program operates on a cohort model in which students who enter the program together take the same courses throughout the program until the dissertation phase.

Courses in the EdD program are offered one of three ways: face-to-face, online, or hybrid (a combination of face-to-face and online). Course and section information will be posted under "section info" within CSU's online schedule of classes.

- A fully *face to face* course is a course with 100% seat time on campus with no online components.
- A *fully online* course is a course that is taught 100% online with no on campus face to face meetings.
- A *hybrid* course is a course that has face-to-face sessions and online session. The percentage of face-to-face vs. online varies by course/course instructor. It could be 80% online and 20% face-to-face, 50/50, of 75/25. Any course that combines face-to-face instruction with online instruction is considered a hybrid course.

In both the fully online courses and the hybrid courses, instruction can take two forms, or some combination of the two forms: asynchronous or synchronous class sessions.

- Asynchronous means "at your own pace, not at the same time." In these class sessions, students will have no real-time instruction, meaning they do not have to attend classes, virtually or otherwise. However, students will need to pay attention to due dates within the course and be sure to keep up with the pace of the course.
- Synchronous means "at the same time" or "in-sync." These class sessions required that students attend each synchronous session online. These courses are still considered online courses but include virtual meetings/video conferencing on specific dates.

CougarVIEW – Learning Management System

Cougarview (Brightspace, D2L) is the learning management system for Columbus State University. All courses, whether online, face-to-face, or hybrid, will have courses published in D2L. At a minimum, essential course materials (i.e., syllabus) will be posted in D2L. EdD students can access D2L through MyCSU or by selecting CougarVIEW from the CSU website.

For additional information about navigating D2L, view the CougarVIEW (D2L) Student Guide through the Center of Online Learning (COOL) website.

DegreeWorks – Degree Progress Monitoring

DegreeWorks, accessible through MyCSU, outlines a student's degree progress and outstanding degree requirements. Degree progress refers to progress in all courses required for the degree. Because the Registrar's Office uses DegreeWorks to verify degree progress and confer degrees, it is important that the information in DegreeWorks be accurate. If the information is not accurate, please let your advisor know as soon as possible.

To access DegreeWorks, log in to MyCSU, click the "Students" link, and select "DegreeWorks" under Student Records.

Tk20 Account

Tk20 is a repository for university data that are collected for various purposes (e.g., demonstrating the quality of our academic programs, improving teaching and learning, and compiling data for state, national, and local reports). An active Tk20 account is a required resource for this program because selected assignments must be submitted electronically using this online platform.

EdD students may also utilize Tk20 accounts for secure online storage of academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

Tk20 accounts can be purchased online at columbusstate.tk20.com. Please contact Thomas Dailey at dailey_thomas@columbusstate.edu if further assistance is needed. If you already have a Tk20 account, you do not need to purchase another one.

EdD Program General Timeline

For a quick overview of the EdD Program, please view the *EdD in a Nutshell* graphic (Appendix A).

Prior to enrollment in the first semester of coursework, EdD students are required to complete the EdD Program Orientation Module in CougarView. Students will be added to this course once they've accepted the offer to attend CSU. In this module, students will receive an orientation to EdD policies and procedures, an introduction to program faculty, an orientation to the CSU Library and other research resources, an introduction to scholarly writing, and an overview of the doctoral program structure and sequence. As part of this introduction to the program, students will also complete the initial Graduate Dispositions Assessment, a measure used throughout the program to rate students on various professional and scholarly dispositions.

Students will then enroll in doctoral coursework as outlined in their specific program of study (i.e., Curriculum and Instruction, Educational Leadership, or Higher Education). Students will engage in coursework with their cohort for the first 2.5 to 3 years of the program. During this time, students are expected to take two courses per term, read extensively in the field, and develop relationships with program faculty and cohort peers. Courses include content-specific coursework based on program track as well as research courses that prepare students for completion of the dissertation phase.

Toward the end of the doctoral coursework, students will enroll in EDUL 8715/EDUL 8722 (Doctoral Seminar in Curriculum and Leadership) and EDUF 8129 (Developing the Dissertation Prospectus). These courses provide a review of research methods, an overview of the dissertation process, and prepare the student to produce a high quality, scholarly dissertation. These courses will also guide the student through the process of selecting a committee chair and committee members.

At the conclusion of EDUF 8129, Developing the Dissertation Prospectus, students, with the guidance of the dissertation chair, should be prepared to make final revisions to the Prospectus and defend within one semester. The prospectus makes up Chapters I and II of the 5-Chapter dissertation. The Dissertation Prospectus is this program's equivalent to General Oral Exams or comprehensive exams.

After successful completion of the Prospectus Defense, students, with the guidance of the dissertation chair and methodologist, will prepare the Dissertation Proposal and Defense. The Dissertation Proposal makes up Chapters I, II, and III of the 5-Chapter dissertation. Depending on the complexity of the dissertation topic and research methodology, students should expect to complete and defend the dissertation proposal in the semester following successful Prospectus Proposal.

After successful completion of the Proposal Defense, students, with the guidance of the full dissertation committee, will complete the CSU Institutional Review Board application to obtain IRB approval to conduct the EdD Dissertation study. IRB approval is required before any data collection can take place.

Once IRB approval has been granted, you will collect and analyze data for the EdD dissertation study as well as write Chapters IV and V with the support of the dissertation committee.

Students are required to enroll in EDUF 8999 (Dissertation) every semester after completion of coursework if they are working on the dissertation. Students must complete a minimum of 9 hours in EDUF 8999. For more information please see CSU's Continuous Enrollment policy.

During the final semester of the program, students will enroll in both EDUF 8999 and EDUF 8000 (Dissertation Defense). In this course, students will submit the application for defense, defend the final dissertation, complete the final graduate dispositions assessment, complete the EdD Program Exit Survey, and submit the final EdD Dissertation for publication.

EdD Students
General Information

This section of the EdD Handbook includes more detailed information for admitted and active EdD students. For information regarding Acceptance of Offer of Admission, Deferring Admission, CSU Email, Advising, the Graduate School Orientation, MyCSU, CougarVIEW, DegreeWorks, Tk20, General Course Registration, and General Program Timeline, please see the Newly Admitted Students section of this EdD Handbook.

General Program of Study Information

The EdD in Curriculum and Leadership Program is comprised of four distinct areas: Research (15 semester hours); Specialization (24 semester hours), approved electives (12 semester hours), and Dissertation (minimum of 12 semester hours).

Students designate a specialization (Curriculum and Instruction, Educational Leadership, and Higher Education) during the application process.

If an EdD student chooses to deviate from the recommended program of study (e.g., enrolling in fewer – or more – than two courses per term or registering for courses not scheduled for that cohort during that term) then their progression in the program could be affected given that EdD courses are offered based on Cohort needs.

All students will take 15 semesters hours of research coursework as outlined in Table 1. These courses will be scattered throughout the EdD program and will be taken will all members of the entering cohort regardless of the specialization track.

Table 1
EdD Research Courses

Course Number	Course Title	Credit Hours
EDUF 8126	Introduction to Statistical Methods in Education	3
EDUF 8127	Quantitative Research Methods in Education	3
EDUF 8117	Qualitative Research Methods in Education	3
EDUF 8125	Mixed Methods Research in Education	3
EDUL 8715/ EDHE8722	Doctoral Seminar in Curriculum and Leadership/Higher Education	3

All students will also take a minimum of 12 semester hours of dissertation hours as outlined in Table 2.

Table 2
EdD Dissertation Courses

Course Number	Course Title	Credit Hours
EDUF 8129	Developing the Dissertation Prospectus	3
EDUF 8999	The Dissertation	9
EDUF 8000	EdD Dissertation Defense	0

EdD students will take 24 semester hours of specialization coursework based on their program track as outlined in Tables 3, 4, and 5.

Table 3
Curriculum and Instruction Track

Course Number	Course Title	Credit Hours
EDCI 7157	Curriculum Development and Reform	3
EDCI 8115	Diversity in Education	3
EDCI 8116	Trends and Issues in Curriculum Studies	3
EDCI 8117	Professional Development and Learning	3
EDCI 8157	Quality Assessment and Evaluation	3
EDCI 8555	Selected Topics in Education (Curriculum and Technology)	3
EDUF 8112	Curriculum Design and Evaluation	3
EDUL 8108	Applications of Neurological Research to Student Learning	3

Note: Current program of study as of Fall 2020.

Table 4
Educational Leadership Track

Course Number	Course Title	Credit Hours
EDUL 8101	Management of Educational Organizations	3
EDUL 8102	Leading for Change	3
EDUL 8104	Supervision of Teaching and Learning	3
EDUL 8105	Leadership Theory	3
EDUL 8115	Educational Policy and Politics	3
EDUL 8126	Politics of Education	3
EDUL 8128	Educational Facilities, Development, and Implementation	3
EDUL 8129	System Level Finance	3

Note: Current program of study as of Fall 2020.

Table 5
Higher Education Track

Course Number	Course Title	Credit Hours
EDHE 8102	Academic Affairs	3
EDHE 8103	Finance and Administrative Affairs	3
EDHE 8110	Policy and Politics of Higher Education	3
EDHE 8112	Higher Education Student Services	3
EDHE 8115	The Two-Year College	3
EDHE 8720	Current Issues in Higher Education	3
EDHE 8125	Educational Evaluation	3
EDHE 8126	Enrollment Services and Management	3

Note: Current program of study as of Fall 2020.

All students must also take 12 hours of 8000-level elective coursework.

Table 6
8000-Level Electives

Course Number	Course Title	Credit Hours
E-8* **	Advisor Approved Elective	3
E-8* **	Advisor Approved Elective	3
E-8* **	Advisor Approved Elective	3
E-8* **	Advisor Approved Elective	3

Graduate Dispositions Assessment
Throughout their program, students should expect to be assessed, and to assess themselves, based on the *Graduate Dispositions Assessment*. Dispositions are professional attitudes, beliefs, and values that are demonstrated through verbal and non-verbal behaviors. These behaviors are observed during any interaction with students, families, colleagues, administrators, university faculty/staff, and other community stakeholders. These interactions may take place in face-to-face, virtual, online, spoken, or written situations, including social media. They are considered to be appropriate and expected behaviors for the teaching professional from preschool to postsecondary education levels. These dispositions are based on the COEHP Conceptual Framework and the GaPSC Code of Ethics. The EdD student is responsible for demonstrating professional dispositions at all times. The following eight dispositional domains will be evaluated during the EdD Program.

1. Legal and Ethical Conduct
2. Interaction with Others
3. Reliability
4. Professional Appearance and Demeanor
5. Commitment to Student Learning
6. Commitment to Improvement
7. Commitment to the Profession
8. Scholarship

EdD students in their first term will be required to submit a self-assessment based on the graduate dispositions. EdD students in their final term in the program will also be required to submit a self-assessment based on the graduate dispositions. Faculty or staff may choose to use the assessment at other appropriate times throughout the program, most often in conjunction with coursework.

> ***Initial Self-Assessment*** – During the first semester of the EdD program, each student will complete a self-evaluation of their professional dispositions to establish a baseline of professional dispositions.
>
> *Instructions to EdD students for initial self-evaluation:* For each dispositional domain, select the level that best describes your professional practices. After you have rated yourself, identify at least two dispositional domains that you consider to be your areas of strength and explain why you consider them to be strengths. Cite specific examples from your teaching or professional activities to support your explanation. Then, identify two dispositional domains in which you would like to improve. Discuss your plans for improving in those areas. Include specific professional development activities (e.g. classes, workshops, conferences, and participation with one or more other teachers) that will help you accomplish your goals.
>
> ***Final Self-Assessment*** – During the last semester of the graduate program, EdD students will complete a self-evaluation of their professional dispositions to examine one's growth during the program.
>
> *Instructions to EdD students for a final self-evaluation:* For each dispositional domain, select the level that best describes your professional practices. After you have rated yourself, reflect on your experiences in this EdD Program. Discuss how your dispositions have been impacted by those experiences as well as professional development activities (e.g., classes, workshops, conferences, and participation in learning communities with one or more teachers) in which you participated.

Appendix B displays the COEHP Graduate Dispositions Assessment. EdD students are expected to perform at the *Proficient* level.

EdD Transfer/Transient Coursework

Transfer Credits
EdD students are required to complete 51 of the 63 hours in residence. *Residence* is defined as hours completed at CSU either face-to-face, online, or in a blended format. Up to 12 semester hours of applicable post-master's coursework from accredited institution(s) may be applied as transfer credits. Any transfer credits applied toward the 63-hour EdD program must fall within the 10-year time limit for completion of the EdD. Any course that surpasses

the 10-year limit will no longer be applied toward the degree and must be replaced with a more recent course. Grades of C or below cannot be transferred. During their first semester in the program, EdD students should request a review of any post-master's coursework for possible transfer credit. All requests for transfer credit must first be approved by the Director of Doctoral Programs and then submitted to the CSU Registrar's Office to be posted in Degree Works.

Transient Coursework

If an EdD student would like to take a course at another institution, the student must first request permission from the Director of Doctoral Programs. Approval is based on the student's academic record and applicability of the requested transient course to the student's program of study. If approved, students must submit the Transient Student Permission Request Form to the Registrar's Office. EdD students are encouraged to view the Transient Student Processes information on the Financial Aid website for more information about how Federal Financial Aid may be impacted by transient enrollment.

Student Enrollment Status

Enrollment status is determined by the Registrar's Office and generally refers to the number of credit hours of enrollment per student each term. The maximum course load for EdD students is 12 semester hours. EdD students serving as graduate assistants are required to maintain an active enrollment of nine (9) hours to maintain eligibility.

Students should be aware that their enrollment status (e.g., full-time, half-time, and less than half-time) will have an impact on their financial aid eligibility. Students who receive financial aid should contact the Financial Aid and Enrollment Service Center to obtain information about how enrollment status may affect financial aid eligibility. Repeating courses or enrolling in course outside of the EdD program of study may also impact a student's financial aid eligibility. Table 7 displays the enrollment status of EdD students by number of semester hours.

Table 7

Enrollment Status by Number of Semester Hours for EdD Students

Enrollment Status	Number of Semester Hours
Full-time	9 or more
Half-time	5
Less than half-time	< 5

Dropping or Withdrawing

EdD students can drop or add courses during the drop/add period each semester. If the EdD student withdraws from a course after the drop/add period had ended, they will earn a final grade of W on the transcript. If an EdD student withdraws from a course after the last day to withdraw from a course without academic penalty, they will earn a final grade of WF, which is calculated into the cumulative GPA as an F.

Lack of attendance or communication with faculty cannot replace the official withdrawal process. The student must follow the processes in MyCSU and adhere to the dates outlined in the current academic calendar. The CSU Academic Calendar provides specific dates for the drop/add period and for withdrawing from a course without academic penalty. (*Note.* Many of the EdD courses are offered as half-term courses. Students should be sure to check the withdrawal dates for the specific part of term in which they are enrolled).

Repetition of Courses

EdD students may repeat up to two courses for no more than one time each if they have earned a final grade of C or below. The EdD student's final grade in the course will be the higher of the two attempts but both attempts will count in the cumulative GPA. Repeating courses may affect an EdD students' financial aid.

Incompletes

A grade of *Incomplete* (I) can be awarded by a course instructor if the EdD student has maintained satisfactory work but was not able to complete all course requirements for non-academic reasons. The course instructor must first work with the student to outline all missing course requirements and develop a timeline for completing those course requirements in writing. Once this agreement has been developed and confirmed by the course instructor and the EdD student, the student has a maximum of 12 months to fulfill the agreed upon course requirements.

After the outlined course requirements have been fulfilled, the course instructor will submit a Change of Grade Form to replace the grade of I with the final course grade. If, after 12 months, the EdD student has not fulfilled the agreed upon course requirements, the grade of I will be replaced with a grade of F by the Registrar's Office.

Leave of Absence

An EdD student may request a leave of absence from the EdD program by submitting the EdD Leave of Absence Request form (Appendix C) to the Doctoral Office of Advising and Records prior to taking the leave of absence. The form must outline the rationale for requesting the leave of absence and specify the term in which the EdD student plans to return to the EdD program. The maximum duration for a leave of absence is one (1) year or three (3) full semesters. Students should note that a leave of absence from the EdD program may impact a student's program sequence and delay degree progression.

Continuous Enrollment

EdD students must maintain continuous enrollment each semester in the EdD Program. Once students have finished their coursework, they must maintain continuous enrollment by enrolling in EDUF 8999 each semester. The number of credit hours for EDUF 8999 are variable. EdD students working on their dissertation are not required to enroll during the summer semester if they will not be working with faculty or using university resources. If continuous enrollment cannot be maintained, EdD students should request a leave of absence.

Once a student has completed all 63 hours in the program of study, including the 9 required hours of dissertation, students may enroll in a 1 credit hour EDUF 8999 with reduced fees to maintain continuous enrollment.

Time Limit for Degree Completion

All coursework applied to the program of study for the EdD in Curriculum and Leadership must be completed within ten (10) years of the first semester enrolled in the program. The 10-year time limit applies to courses taken in residence, transfer courses, and transient coursework. EdD students may request an extension of the 10-year time limit by submitting a request along with a specific plan for completing all degree requirements within 1 year (3 consecutive terms). No more than two extensions may be approved for a given student. Time limit extension request should be accompanied by a letter of support from the student's Dissertation Chair. All request will be reviewed and approved (if appropriate) by the COEHP Graduate Council and the COEHP Dean.

Program Re-Entry

EdD students who were in good academic standing and have not exceeded the 10-year time limit but have not maintained continuous enrollment from 1 to 3 years, must complete a Graduate Application for Re-Entry/Readmission with the CSU Office of Admissions. The returning EdD student will be subject to current admissions criteria (e.g., cumulative graduate GPA, official GRE scores, recommendations, interview rubrics, and writing assessments). The Doctoral Program Committee will review the application and determine admission into the EdD program.

Graduate Academic Standing

The academic standing classifications for EdD students are (1) good academic standing, (2) academic probation, and (3) academic exclusion.

EdD students are expected to maintain *good academic standing* as they progress toward degree completion. Good academic standing for EdD students is defined as a minimum program GPA of 3.25. Good academic standing is required for graduation eligibility and progression into Degree Candidacy. *Academic probation* for EdD students occurs when an overall program GPA falls below 3.25. Additional policies and procedures regarding academic probation can be found in the current academic catalog under Graduate Academic Regulations. *Academic exclusion* for EdD students occurs when a student on academic probation earns a term GPA below 3.0. The mandatory period of academic exclusion is a minimum of one full term. The EdD student must then apply for program reinstatement to re-enter the program.

A maximum of one (1) course with a grade of C may apply to the EdD in Curriculum and Leadership. Courses with earned grades of D or below (i.e., grades of D, F, WF, or U) may not be applied toward degree completion but will be calculated in the cumulative program GPA.

EdD Semester Evaluations

In addition to the university academic standing requirements, EdD students will be evaluated each semester based on final course grades. The following values will be denoted for each final course grade: C = 1 point; D, F, WF, or U = 2 points. If an EdD student earns 1 point, they will be notified in writing by the Director of Doctoral Programs and will receive an academic warning. If an EdD student earned 2 points, they will be placed on academic probation regardless of overall GPA. If an EdD student accumulates 3 or more points, the student will be placed on academic exclusion. If an EdD student earns a C or below and repeats the course with a B or better grade, the point(s) earned from that course will be negated upon completion. If an EdD student earns a U in EDUF 8999, the points for that course will be negated when the EdD student earns an S in the next EDUF 8999 course.

Program Reinstatement after Exclusion

The mandatory period of academic exclusion is a minimum of one full term. After the mandatory period of exclusion, the EdD student must apply for program reinstatement by completing the Graduate Application for Re-Entry/Readmission with the CSU Office of Admission. In addition to the official readmission application, EdD students should submit a formal written letter to the Doctoral Program Committee justifying their reinstatement to the program and outlining how they have resolved any issues which affected their academic performance prior to the academic exclusion. The EdD student should also supply a least one letter of support from at least one faculty member within the EdD program. The COEHP Graduate Council will review the application and supporting materials to determine if the student should be readmitted to the program. If reinstated, the EdD student should follow the policies and procedures for Repetition of Coursework.

Academic Misconduct

EdD students are responsible for adhering to the policies and procedures related to academic misconduct as published in the Current Student Handbook. Possible consequences for EdD students who have been found to have committed academic misconduct range from failure of a course assignment to expulsion from the university.

Academic Appeals

In general, there are three types of academic appeals. Each type of described below with the link to obtain more information:

1) *Academic grievance* is the formal appeal process to resolve differences related to academic fairness between an EdD student and a faculty member within a particular course during a single semester or term. EdD students are encouraged to seek an informal resolution following the appropriate protocol (i.e., Faculty Member, TLC Department Chair, COEHP Dean, then CSU Provost). The academic grievance process is outlined on the Academic Affairs website.
2) *Medical Withdrawal* is an appeal process that allows an EdD student to request an administrative withdrawal during the current term or semester if documented medical conditions make it impossible to continue in the course(s) for which he or she has registered. The medical withdrawal process is outlined on the Academic Affairs website.
3) *Academic Standards* is an appeal process that involved the university's Academic Standards Committee. This committee reviews four types of appeals, which involve factors outside of the contents of a particular course: (1) Grade Appeals of WF or W; (2) Grade Appeals of F to a Productive Grade (e.g., A, B, or C); (3) Medical Withdrawal if the semester has ended and final grades have been posted; and (4) Exception Petitions (i.e., issues associated with program and course requirements for degree completion). The academic standards process is outlined on the Academic Affairs website.

Graduation

Requirements for Graduation

1. Completion of all required EdD coursework (i.e., minimum of 63 semester hours and a minimum of 51 semester hours in residence) with a 3.25 GPA and no more than one grade of C applying toward the degree (i.e. good academic standing).
2. Earned final grade of S in EDUF 8000 (Dissertation Defense).
3. Met all program requirements (i.e., successful defense of final dissertation and approval of final dissertation for publication by the Dissertation Committee, the Director of Doctoral Programs, the Director of the COEHP Office of Graduate Studies, the Dean of COEHP, and the CSU Library).
4. Maintained continuous enrollment in EDUF 8999 (The Dissertation) until completion of the EdD Dissertation.
5. Verification that all financial obligations to CSU have been satisfied.

Application for Graduation

Applications for graduation should be submitted through MyCSU under Enrollment Services. Applications for graduation should be submitted during the semester prior to the anticipated semester of program completion/graduation. Graduation information and application deadlines are available through the Registrar's Office.

Certification

GACE Content Assessment in Curriculum and Instruction

EdD students who completed the Curriculum and Instruction specialization program track must take the GACE Content Assessment in Curriculum and Instruction to receive their certificate upgrade. The GACE is not required for program completion or graduation. To be deemed eligible to register for the exam, contact Peggy Luker at the Center for Quality Teaching and Learning (luker_peggy@columbusstate.edu). To register for the exam, go to http://gace.ets.org/register/.

GaPSC Certification Process

For EdD students who completed the Curriculum and Instruction or the Educational Leadership specialization program tracks, visit the GaPSC Website to download the Certificate Application and the Verification of Lawful Presence Form. These completed forms should be emailed to Petty Luker at the Center for Quality Teaching and Learning (luker_peggy@columusstate.edu) for processing.

Hackett Award for Outstanding Dissertation

The Hackett Award for Outstanding Dissertation was established to recognize annually a graduating EdD student, and his or her EdD Dissertation Committee Chair, who conducted dissertation research that has great potential to impact the field of education. The award was named in honor of Dr. Paul (Paul) Thomas Hackett, Sr. and Dr. Paul Thomas (Tom) Hackett, Jr. for their years of outstanding service to Columbus State University.

Purpose of the Award

- Recognize annually a graduating EdD student, and his or her EdD Dissertation Committee Chair, who conducted dissertation research that has great potential to impact the field of education.
- Honor Paul Thomas Hackett, Sr. for his years of service to Columbus State University.
- Honor Paul Thomas Hackett, Jr. for his years of service to Columbus State University as a faculty member, department chair, dean, provost, and interim president.

Guidelines

- The award shall be given annually unless, in the opinion of the Doctoral Program Committee, there was not an outstanding recipient for that year (i.e., previous spring, summer, and fall semesters).
- The Director of Doctoral Program in Education (or other representative) will send a call for nominations to all EdD Dissertation Committee Chairs in January.
- EdD Dissertation Committee Chairs will submit a statement to the Doctoral Program Assistant that highlights the strengths of the dissertation research and the potential impact for the field of education.
- The Doctoral Program Committee will serve as the selection committee.
- The discussions related to the selection process shall remain confidential. Ballots will be anonymous.
- The name of the award recipient and the EdD Dissertation Committee Chair will be added to a perpetual plaque. The recipient will receive an award plaque, and the EdD Dissertation Committee Chair will receive an award certificate.

Criteria

The award recipient will be selected on the following criteria:

- Defended the final EdD dissertation successfully during the previous spring, summer, or fall semester.
- Graduated from the EdD in Curriculum and Leadership Program during the previous spring, summer, or fall semester.
- Conducted dissertation research to address an identified problem, which has the great potential to impact the field of education.
- Published the final EdD dissertation using scholarly writing (i.e., conveys clear and insightful ideas fluently and concisely with well-focused analysis).

General University Policies

Explanatory Statement

All students at CSU are to refer to the current academic catalog in reference to all policies and procedures at CSU. University policies and procedures supersede any discrepancy listed within this handbook unless the policy or procedure applies only to EdD students.

ADA/504 Accommodations

If an EdD student has a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, he or she may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The EdD student should contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 102, 706-507-8755, to initiate the process. The Center for Accommodation and Access can assist in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived, but accommodations could assist in meeting the requirements.

Notice of Non-Discrimination under Title IX Policy Memorandum

POLICY MEMORANDUM
Notice of Non-Discrimination under Title IX
of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. As recipients of federal assistance, Columbus State University is required to comply with Title IX. As such, the institution does not discriminate on the basis of sex in the education programs and activities it operates including admission and employment. Prohibited sex discrimination includes sexual harassment and sexual violence such as sexual assault, stalking, and domestic and dating violence.

Title IX complaint procedures can be found in Columbus State University Sexual Misconduct Policy for complaints against non-students. Questions about this Notice and Title IX application at Columbus State University, contact the Title IX Coordinator and/or the Department of Education Office of Civil Rights Assistant Secretary, as provided below.

CSU Title IX Coordinator
Lauren Jones McKown, J.D.
Director of Center for Accommodation and Access/Title IX Coordinator
Schuster 110
Columbus, GA 31907
(706) 507-8757
Jones_lauren3@columbusstate.edu

Deputy Title IX Coordinator
Dr. Aaron "Chip" Reese
Associate Vice President of Student Affairs
Student Rec Center 242
Columbus, GA 31907
(706) 507-8652
reese_aaron@columbusstate.edu

Deputy Title IX Coordinator
Shanita L. Pettaway, J.D., Ph.D.
Contracts Manager and Policy Coordinator
Richards Hall 206
Columbus, GA 31907
(706) 507-8904
pettaway_shanita@columbusstate.edu

U.S. Department of Education, Office for Civil Rights, (800) 421-3481 or ocr@ed.gov.

If you wish to fill out a complaint form online with the agency, you may do so at
http://www2.ed.gov.about/offices/list/ocr/complaintintro.html

The Student's Dissertation Guide

Doctoral Office of Advising and Records
College of Education and Health Professions
Columbus State University
Columbus, Georgia

Overview of the Dissertation Committee

Overall Committee Makeup
The EdD Dissertation Committee will be comprised of a minimum of three individuals holding graduate faculty status or approved by the University Graduate Council to serve on dissertation committees. A fourth committee member may be selected to serve if approved by the Chair of the Dissertation Committee, the Director of Doctoral Programs, and the Dean of the College of Education and Health Professions.

For an overview of the Dissertation Committee Roles and Responsibilities, please see the *Dissertation Committee Service: Reminders and Resources* graphic (Appendix D).

Qualifications and requirements for each position within the committee are as follows:

Chair – The chair of the dissertation committee must be a CSU faculty member who holds Full Graduate Faculty Status and has previous experience serving on dissertation committees. The Dissertation Chair must maintain Full Graduate Faculty Status to continue serving on dissertation committees. The Dissertation Chair can serve as both the Chair and the Methodologist if they meet the requirements for both roles.

Methodologist – The methodologist of the dissertation committee must have expertise in the research methods for the student's dissertation study. The methodologist must hold Full or Associate Graduate Faculty Status or be an approved External Committee Member. The methodologist must maintain Full or Associate Graduate Faculty Status to continue serving on dissertation committees. The methodologist can serve as both the Chair and Methodologist if they meet the requirements for both roles.

Content Member – If neither the Chair nor the Methodologist possess the background knowledge, experience, or research expertise in the student's dissertation topic, the 3rd member of the dissertation committee must be a content member. The 3rd member of the dissertation committee must hold Full, Associate, or Provisional Graduate Faculty Status or be an approved External Committee Member. The 3rd member must maintain Full, Associate, or Provisional Graduate Faculty Status to continue serving on dissertation committees. If the Chair or Methodologist may also serve as a Content Member, the 3rd committee member may serve as a 3rd Member without being a content specialist.

Fourth Member – A fourth committee member may be selected to serve if approved by the Dissertation Chair, the Director of the Doctoral Program, and the Dean of the College of Education and Health Professions.

External Member – An EdD student may select an individual who is external to CSU to serve as their Methodologist or their Content Member (3rd Member). External Committee Members must be approved by the Chair of the Dissertation Committee, the Director of the Doctoral Program, the Department Chair, the Dean of the College of Education and Health Professions, and the University Graduate Council. The external committee member will submit an application as well as a copy of their current vita to the Doctoral Office of Advising and Records for consideration.

For more information about the Graduate Faculty Qualifications at CSU, please visit the Graduate Faculty Membership section of the Graduate School's Website.

Committee Appointment
The EdD student is advised to select and invite committee members from among faculty who have expertise in the area where the student plans to conduct research, including content and methodology. During the second year of coursework, the EdD student will identify a potential chair for their dissertation committee. The EdD student must contact the faculty member directly to initiate a conversation and request that they serve on the committee. Once the EdD student has selected a dissertation chair and that faculty member has agreed to serve as their chair, they will begin selecting other members of the dissertation committee.

Once all members of the committee have been selected and have agreed to serve, the student must submit the Doctoral Dissertation Committee Appointment Form (Appendix E) to the Doctoral Office of Advising and Records.

All members of the committee must be approved by the Director of Doctoral Programs and the Dean of COEHP. Members of dissertation committees must maintain their graduate faculty status to continue serving on dissertation committees. If a committee member needs to be replaced or changed (i.e., in the case of retirement or change in topic or methodology) the EdD student must submit a new Doctoral Dissertation Committee Appointment Form (Appendix E).

Responsibilities of the Dissertation Chair

The responsibilities of the dissertation chair include:

- Guiding the EdD student in selecting a dissertation topic
- Assisting the EdD student in developing the dissertation prospectus and proposal
- Moderating the draft revision process among the EdD student and the EdD Dissertation Committee Members
- Facilitating collaboration between the content expert and the EdD student (if the chair is not the content member)
- Facilitating collaboration between the methodologist and the EdD student (if the chair is not the methodologist)
- Coordinating the scheduling for all defenses and presiding over all defenses
- Monitoring the completion and submission of forms required during the dissertation process
- Assisting the EdD student in the selection and/or replacement of committee members if needed
- Serving as the instructor of record for the EdD student's EDUF 8999 course.
- Be familiar with the current EdD Policies and Procedures.

Responsibilities of the Dissertation Committee

The responsibilities of the dissertation committee include:

- Providing timely feedback on drafts submitted by the EdD student (EdD students should give committee members a minimum of two (2) weeks to review their submitted drafts)
- Determining the appropriateness and quality of the dissertation
- Approving the prospectus and its oral defense using the appropriate evaluation rubric
- Approving the proposal and its oral defense using the appropriate evaluation rubric
- Approving the final dissertation and its oral defense using the appropriate evaluation rubric.

Overview of the Dissertation Process

The EdD at CSU is a 63-credit hour program. Twelve of those hours are considered *dissertation hours*. Near the end of their coursework, students will enroll in EDUF 8129: Developing the Dissertation Prospectus. This 3-credit hour course will prepare the student for the dissertation phase of their doctoral journey. There are three phases to the dissertation process: (a) the prospectus, (b) the proposal, and (c) the final dissertation. During each phase, the EdD student is required to complete a defense before moving to the next phase. Defenses are scheduled in conjunction with the student's dissertation committee members and scheduling of defenses is subject to availability of the dissertation committee members.

Students must apply for defense at each phase. Applications are available on the EdD Program Website. Completed defense applications should be submitted to the Doctoral Office of Advising and Records at least two weeks prior to the scheduled defense. Students may schedule only one defense in the summer semester. The Prospectus and Proposal may occur during the same semester (Spring or Fall only) if approved by the dissertation committee chair. The Proposal and the Final Dissertation Defense cannot occur during the same semester. Defenses held after the last day of the term will be counted as having been completed the following term.

Dissertation Prospectus

The dissertation prospectus is the first phase of completing the dissertation. Students may begin working on the prospectus at any time but may not complete and defend the prospectus until all coursework has been completed successfully and a dissertation committee has been established and approved. The prospectus makes up Chapters 1 and 2 of the Five Chapter Doctoral Dissertation. Generally, Chapter 1, The Introduction, provides the background of the problem, a statement of the problem, purpose of the study, research questions, your theoretical or conceptual framework, methodology overview, delimitations and limitations, definition of terms, significance of the study, and a summary. Chapter 2, The Review of Literature, provides a comprehensive review of the literature as it pertains to your dissertation topic from the broadest to the most specific, the development of your theoretical or conceptual framework, and identifies gaps in the existing literature.

Early in their program, the EdD student should begin thinking about possible dissertation topics. Throughout the program, students should narrow their focus and select a dissertation chair to help with the formation of their topic.

Students may work on their prospectus while enrolled in coursework without registering for the EDUF 8999, Dissertation course. Once coursework is completed, students must register for at least one hour of EDUF 8999 each term to maintain continuous enrollment. Students are not required to register for summer semesters if they will not be working with faculty or using university resources. EdD students will work closely with the dissertation chair and will submit the dissertation prospectus draft to the committee for review and approval. Once the committee has approved the prospectus draft, the EdD student should submit the draft to the Doctoral Office of Advising and Records and work with the committee to schedule a prospectus defense.

Upon successful completion of the dissertation prospectus, students will begin working on the dissertation proposal.

Dissertation Proposal

The dissertation proposal is the second phase of completing the dissertation. Students may begin working on the proposal at any time but may not complete and defend the proposal until all coursework has been completed successfully, a dissertation committee has been established and approved, and the prospectus has been successfully defended. The proposal makes up Chapters 1, 2, and 3 of the Five Chapter Doctoral Dissertation. During the proposal phase, EdD students will complete rewrites of Chapters 1 and 2 based on committee recommendations. EdD students will also expand Chapter 2 as needed.

The primary goal of the proposal phase is the completion of Chapter 3, The Methodology. Chapter 3 introduces the research design, describes the role of the researcher, provides an overview of participant selection, instrumentation, any applicable interventions, and outlines the data collection and data analysis procedures. During this phase of the dissertation, EdD students will work closely with the dissertation chair and methodologist and will submit the dissertation proposal draft to the committee for review and approval. Once the committee has approved the proposal

draft, the EdD student should submit the draft to the Doctoral Office of Advising and Records and work with the committee to schedule a proposal defense.

Upon successful completion of the dissertation proposal, students will begin working on the final dissertation.

Admission to Degree Candidacy

EdD students are considered to be *Doctoral Candidates* when they have successfully completed all coursework, have established a dissertation committee, have successfully defended both prospectus and proposal phases of the dissertation, and are working exclusively on their final dissertation. Specific requirements for admission degree candidacy include:

- Completion of all required research and specialization coursework with a 3.25 overall GPA and no more than one grade of C applying toward the degree (i.e., good academic standing).
- Appointment of an approved EdD dissertation committee.
- Approval of the Dissertation Prospectus by the EdD dissertation committee.
- Receipt of the approved Dissertation Prospectus by the Doctoral Office of Advising and Records and the Dean of COEHP.
- Approval of the Dissertation Proposal by the EdD dissertation committee.
- Receipt of the approved Dissertation Proposal by the Doctoral Office of Advising and Records and the Dean of COEHP.

Institutional Review Board

The Institutional Review Board at CSU must approve all research involving human subjects, including dissertation research. EdD students must have IRB approval before participant recruitment or data collection begins. After receiving official approval of the Dissertation Proposal, EdD candidates must submit an IRB application to the CSU IRB to obtain IRB approval. Application, informed consent templates, and directions are available on the CSU IRB Website.

The Final Dissertation

The final dissertation is the third and final phase of completing the dissertation. Students may begin working on the at any time but may not complete and defend the final dissertation until all coursework has been completed successfully, a dissertation committee has been established and approved, and both the prospectus and the proposal have been successfully defended. The final dissertation makes up the full five chapters of the Five Chapter Doctoral Dissertation. After the proposal defense, students will apply for IRB approval.

While waiting on IRB approval, the EdD student should complete rewrites of Chapters 1, 2, and 3 based on committee recommendations. Once IRB approval has been granted, the EdD student may proceed with participant recruitment and data collection. Chapter 4, The Findings, includes a description of the participants, findings (for each research question) and a summary. Chapter 5, The Discussion, includes a summary of your study, an analysis of the findings, limitations of the study, recommendations for future research, implications of the study, dissemination of the findings (if applicable), and a conclusion.

EDUF 8999: The Dissertation Course

EdD students will enroll in EDUF 8999 after completing all coursework. Students must complete EDUF 8129 (Developing the Dissertation Prospectus) with a B or better. *In limited situations, students may be permitted to register for EDUF 8999 prior to completion of missing elective coursework.* The EdD program required a minimum of nine (9) hours of EDUF 8999. The credit hours for each section of EDUF 8999 can vary from one (1) hour to three (3) hours and are graded on an S/U scale (Satisfactory/Unsatisfactory).

Students should register for only the number of EDUF 8999 credits that they are likely to produce within each semester. For each credit hour, a student should expect to spend 6 hours per week working toward their dissertation goals. After completion of the required nine hours of EDUF 8999, EdD students will be permitted to register for one credit hour of EDUF 8999 with reduced fees. Any student unable to make progress toward their dissertation could consider taking a leave of absence to avoid an Unsatisfactory course grade.

Satisfactory Progress:

EdD students are expected to make substantial progress during any semester in which they are registered for EDUF 8999. At the beginning of each semester, the EdD student and instructor will develop a Professional Development Plan (PDP) or student contract to identify and outline specific, measurable objectives for the semester. If the objectives and timelines within the PDP or student contact are fulfilled, the student will earn an S as a final grade for EDUF 8999.

Unsatisfactory Progress:

Failure to make substantial progress or maintain communication with the Chair could result in a U for the final course grade. If the objectives and timeline of the PDP are not met within the designated semester, the EdD student will earn an Unsatisfactory final course grade in EDUF 8999, which could result in academic exclusion.

Dissertation Writing Support

Online writing tutoring through the Academic Center for Tutoring (ACT) is available for writing assignments in any course and at any level, including writing related to the dissertation process. This service is free of charge to all CSU students. ACT recommends 1-hour appointments (two 30-minute appointments scheduled back to back) for up to eight pages. A student can schedule multiple appointments for more than eight pages. Students must use the Google Drive to participate in an online writing tutoring appointment. Prior to making an online appointment, please read the instructions, Making and Participating in an ACT Online Writing Tutoring Appointment – STUDENTS.

External Dissertation Support

EdD students may discuss assignments with fellow students, colleagues, instructors, or writing tutors but the actual course assignments must be completed by the EdD student alone. If the EdD student utilizes an external agency or individual for any purpose during any part of the dissertation process, the EdD student must obtain approval from their dissertation committee and acknowledge that agency or individual within the acknowledgements section of the final dissertation.

EDUF 8000: EdD Dissertation Defense

EDUF 8000 is a zero-credit hour course in which the doctoral candidate documents (a) successful oral defense of the final dissertation, (b) the completion of edits and approval of the final dissertation by the dissertation committee, Director of Doctoral Programs, the Director of the COEHP Office of Graduate Studies, and the Dean of COEHP, and (c) submission to the CSU library for publication.

EdD candidates must be enrolled in EDUF 8999 (The Dissertation) and EDUF 8000 (The Dissertation Defense) during the semester of their final dissertation defense. Enrollment in EDUF 8000 indicates that a doctoral candidate intends to complete and defend the final dissertation in that semester.

Approval of the final dissertation includes an originality review and format review based on the APA Style Guide and the EdD Dissertation Guide. Once the student has successfully defended the final dissertation and completed any revisions based on committee recommendations, they should submit the final dissertation for the university originality and format review.

There are three possible outcomes of the final university review:

1. Accepted for publication without revisions,
2. Return to the EdD degree candidate for minor revisions, or
3. Return to the EdD degree candidate for major revisions.

If the EdD degree candidate is unable to complete revisions by the stated deadline, the EdD candidate will be allowed to participate in the hooding ceremony and graduation ceremony; however, the EdD degree will be awarded when the final dissertation is accepted for publication. A final grade of S in EDUF 8000 is required for EdD Program completion.

The Faculty Dissertation Guide

Doctoral Office of Advising and Records
College of Education and Health Professions
Columbus State University
Columbus, Georgia

The EdD Dissertation Committee

Overall Committee Makeup
The EdD Dissertation Committee will be comprised of a minimum of three individuals holding graduate faculty status or approved by the University Graduate Council to serve on dissertation committees. A fourth committee member may be selected to serve if approved by the Chair of the Dissertation Committee, the Director of Doctoral Programs, and the Dean of the College of Education and Health Professions.

For an overview of the Dissertation Committee Roles and Responsibilities, please see the *Dissertation Committee Service: Reminders and Resources* graphic (Appendix D).

Qualifications and requirements for each position within the committee are as follows:

Chair – The chair of the dissertation committee must be a CSU faculty member who holds Full Graduate Faculty Status and has previous experience serving on dissertation committees. The Dissertation Chair must maintain Full Graduate Faculty Status to continue serving on dissertation committees. The Dissertation Chair can serve as both the Chair and the Methodologist if they meet the requirements for both roles.

Methodologist – The methodologist of the dissertation committee must have expertise in the research methods for the student's dissertation study. The methodologist must hold Full or Associate Graduate Faculty Status or be an approved External Committee Member. The methodologist must maintain Full or Associate Graduate Faculty Status to continue serving on dissertation committees. The methodologist can serve as both the Chair and Methodologist if they meet the requirements for both roles.

The *methodologist member* will provide feedback to the student on the following:

- Alignment of problem statement, purpose of the study, research questions, research design, data collection, and data analysis.
- Selection of appropriate research methods and participants.
- Data collection and analysis that would be considered practitioner friendly.
- Presentation of the data and the conclusions drawn from the analyses.

Content Member – If neither the Chair nor the Methodologist possess the background knowledge, experience, or research expertise in the student's dissertation topic, the 3rd member of the dissertation committee must be a content member. The 3rd member of the dissertation committee must hold Full, Associate, or Provisional Graduate Faculty Status or be an approved External Committee Member. The 3rd member must maintain Full, Associate, or Provisional Graduate Faculty Status to continue serving on dissertation committees. If the Chair or Methodologist may also serve as a Content Member, the 3rd committee member may serve as a 3rd Member without being a content specialist.

The *content member* will provide assist the EdD student with outlining a comprehensive literature review to summarize current knowledge and identify the gap(s) in the literature and establishing the significance of the topic and research findings.

Fourth Member – A fourth committee member may be selected to serve if approved by the Dissertation Chair, the Director of Doctoral Programs, and the Dean of the College of Education and Health Professions.

External Member – An EdD student may select an individual who is external to CSU to serve as their Methodologist or their Content Member (3rd Member). External Committee Members must be approved by the Chair of the Dissertation Committee, the Director of Doctoral Programs, the Department Chair, the Dean of the College of Education and Health Professions, and the University Graduate Council. The external committee member will submit an application as well as a copy of their current vita to the Doctoral Office of Advising and Records for consideration.

For more information about the Graduate Faculty Qualifications at CSU, please visit the Graduate Faculty Membership section of the Graduate School's Website.

Committee Appointment

The EdD student is advised to select and invite committee members from among faculty who have expertise in the area where the student plans to conduct research, including content and methodology. During the second year of coursework, the EdD student will identify a potential chair for their dissertation committee. The EdD student must contact the faculty member directly to initiate a conversation and request that they serve on the committee. Once the EdD student has selected a dissertation chair and that faculty member has agreed to serve as their chair, they will begin selecting other members of the dissertation committee.

Once all members of the committee have been selected and have agreed to serve, the student must submit the Doctoral Dissertation Committee Appointment Form (Appendix E) to the Doctoral Office of Advising and Records. All members of the committee must be approved by the Director of Doctoral Programs and the Dean of COEHP. Members of dissertation committees must maintain their graduate faculty status to continue serving on dissertation committees. If a committee member needs to be replaced or changed (i.e., in the case of retirement or change in topic or methodology) the EdD student must submit a new Doctoral Dissertation Committee Appointment Form (Appendix E).

Responsibilities of the Dissertation Chair

The responsibilities of the dissertation chair include:

- Guiding the EdD student in selecting a dissertation topic
- Assisting the EdD student in developing the dissertation prospectus and proposal
- Moderating the draft revision process among the EdD student and the EdD Dissertation Committee Members
- Facilitating collaboration between the content expert and the EdD student (if the chair is not the content member)
- Facilitating collaboration between the methodologist and the EdD student (if the chair is not the methodologist)
- Coordinating the scheduling for all defenses and presiding over all defenses
- Monitoring the completion and submission of forms required during the dissertation process
- Assisting the EdD student in the selection and/or replacement of committee members if needed
- Serving as the instructor of record for the EdD student's EDUF 8999 course.
- Be familiar with the current EdD policies and procedures.

Responsibilities of the Dissertation Committee

The responsibilities of the dissertation committee include:

- Providing timely feedback on drafts submitted by the EdD student (EdD students should give committee members a minimum of two (2) weeks to review their submitted drafts)
- Determining the appropriateness and quality of the dissertation
- Approving the prospectus and its oral defense using the appropriate evaluation rubric
- Approving the proposal and its oral defense using the appropriate evaluation rubric
- Approving the final dissertation and its oral defense using the appropriate evaluation rubric.

Responsibilities of the Director of Doctoral Programs

- Serve as the primary advisor, who guides the student through the coursework based on their program of study, for the EdD student upon admission to the EdD Program.
- Assists the EdD student in planning the preliminary program of study based upon when required courses are offered and ensuring all prerequisites are met for course enrollment.
- Assist the EdD student with the selection and approval of elective coursework.
- Assist the EdD student with the selection of a chair for their dissertation committee.
- Provide dissertation resources for the EdD student and committee.

Responsibilities of the Doctoral Candidate

- Engage in active participation on the dissertation process.
- Choosing a topic and submitting proofread drafts of materials to the dissertation chair.

- Preparing adequately for meetings by thoroughly reviewing all EdD Policies and Procedures and communicating with the Chair regularly by phone, email, or video conferencing.
- Contact the chair in the event of any significant changes in their personal or professional life that may interfere with program completion.
- Submit all drafts and feedback through Cougarview (D2L).

COEHP Policy on Faculty Expectations and Reassigned Time for Service on Dissertation Committees

Faculty who meet SACS COC qualifications for teaching courses offered in the doctoral program should expect to teach in the program when needed and to serve on and chair dissertation committees when appropriate. Service to the education profession, including serving on dissertation committees, is expected of all COEHP faculty. CSU recognizes the value of faculty time and resources and has adopted the below policy regarding faculty reassigned time for dissertation committee service. COEHP faculty workload adjustments (reassigned time) will be provided to faculty who have earned, based on committee participation, 12 points. COEHP faculty may receive no more than one 3-hour workload adjustment/reassigned time per academic year. Committee participation is weighted as follows:

Table 8

Faculty Workload Adjustment for Dissertation Service

Role*	Points Earned	Number of Committees in this role required for workload adjustment
Chair	2 pts.	6
Methodologist	1.5 pts.	8
Member	1 pt.	12
Chair/Methodologist	3 pts.	4

*Faculty serving in a variety of roles will received the 3-hour workload adjustment when the total points for all dissertation service equals 12.

An *active* dissertation committee is defined as a committee for a student who has completed EDUF 8129: Developing the Dissertation Prospectus with a grade of B or better and maintains continuous enrollment in EDUF 8999: The Dissertation. Students who have not maintained continuous enrollment will be deemed to be *inactive* and any faculty members serving on their committee may be released from the committee if they would like to serve in other roles with active students.

Once all members of the committee have been selected and have agreed to serve, the student must submit the Doctoral Dissertation Committee Appointment Form (Appendix E) to the Doctoral Office of Advising and Records. All members of the committee must be approved by the Director of Doctoral Programs and the Dean of COEHP. Members of dissertation committees must maintain their graduate faculty status to continue serving on dissertation committees. If a committee member needs to be replaced or changed (i.e., in the case of retirement or change in topic or methodology) the EdD student must submit a new Doctoral Dissertation Committee Appointment Form (Appendix E).

Communication among the Dissertation Committee

When the committee has been officially established, members are encouraged to meet with the student either face-to-face or via video conferencing to discuss the dissertation topic, content, methodology development, and overall timeline. The student should take responsibility for initiating communication between themselves and the committee chair. The chair may moderate all communication between the student and the committee.

The chair will determine when a draft is ready for review by the full dissertation committee and will initiate that review amongst the committee members. The student should consult the dissertation chair prior to consulting with other members of the dissertation committee. The student and the chair should maintain ongoing dialogue throughout the dissertation process. The following should be used as a guideline for establishing communication and a timeline for completion of the dissertation.

The Dissertation Process

Review the Overview of the Dissertation Process section of this manual for a description of the dissertation process or view the *EdD Dissertation Communication, Review, and Approval Process* graphic (Appendix F).

Coursework

For the first seven semesters in the program, students will engage in specialization, elective, and research coursework based on their selected program track. During those seven semesters, students should expect to participate in ongoing, increasingly complex scholarly activity through coursework, engagement with colleagues, and collaboration with program faculty.

As students near the end of doctoral coursework, they should begin to identify potential members of their dissertation committee.

Specialization Coursework

Students will take a minimum of 24 hours of specialization coursework as determined by their program track (i.e., Curriculum and Instruction, Educational Leadership, or Higher Education Administration).

Elective Coursework

Students will take a minimum of 12 hours of 8000-level electives.

Research Coursework

Students will take 15 hours of research coursework and must make a B or better in all research coursework. Students must make a B or better in all research coursework.

Doctoral Seminar

Nearing the end of coursework, students will enroll in the Doctoral Seminar course. The Doctoral Seminar in educational leadership will prepare students to begin the dissertation writing phase. Students will formalize their committee chair selections, review the various research methods, prepare for the rigor of scholarly writing, and review the processes involved in completing the dissertation. Students must complete the doctoral seminar with a B or better before enrolling in EDUF 8129, Preparing the Dissertation Prospectus.

Prospectus Course

After successful completion of the Doctoral Seminar, students will enroll in EDUF 8129, Developing the Dissertation Prospectus. During this course, students will work with their dissertation chair to begin writing Chapters 1 and 2 of the dissertation. Chapters 1 (Introduction) and 2 (Literature Review) make up the Dissertation Prospectus. By the end of the Prospectus course, students are expected to have completed their prospectus draft and be ready to defend. Students must complete EDUF 8129 with a B or better to begin taking EDUF 8999, The Dissertation.

Dissertation Hours

After successful completion of EDUF 8129 (Developing the Dissertation Prospectus), students will enroll in EDUF 8999 (The Dissertation) under the direction of their dissertation chair. Students must register for a minimum of nine (9) hours of dissertation but the hours may vary from 1-6 hours. The grading for EDUF 8999 will be S for Satisfactory or U for Unsatisfactory. Students are expected to make substantial progress while registered for dissertation hours. Students are also expected to maintain regular communication with their chair while enrolled in dissertation hours. Failure to make substantial progress or maintain regular communication with the chair may result in a grade of Unsatisfactory in the course.

Students must maintain continuous enrollment in EDUF 8999 until successful defense of the final dissertation. See the Continuous Enrollment Policy for additional details.

Elements of the Dissertation

The Dissertation Prospectus

The Prospectus makes up Chapters 1 (the Introduction) and 2 (the Literature Review) of the Dissertation. Students are encouraged to begin using the Dissertation Template (Appendix F) and other resources available through the EdD Program website or in the Appendices section of this manual. Additionally, students are expected to adhere to all formatting and style guidelines for each phase of the dissertation process. During this phase, students will work closely with their committee chair.

The Dissertation Proposal

The dissertation proposal makes up Chapters 1, 2, and 3 (the Methodology) of the Dissertation. Students are encouraged to begin using the Dissertation Template (Appendix F) and other resources available through the EdD Program Website or in the Appendices section of this manual. Additionally, students are expected to adhere to all formatting and style guidelines for each phase of the dissertation process. During this phase, students will work closely with their committee methodologist.

The Dissertation

The final dissertation is made up of five chapters: Chapter 1 (Introduction); Chapter 2 (Literature Review); Chapter 3 (Methodology); Chapter 4 (Results); and Chapter 5 (Conclusions). Students are encouraged to begin using the Dissertation Template (Appendix F) and other resources available through the EdD Program Website or in the Appendices section of this manual. Additionally, students are expected to adhere to all formatting and style guidelines for each phase of the dissertation process. During this phase, students will work closely with their committee chair and other members of the committee.

Scholarly Writing Guidelines

Self-Plagiarism Recommendation

EdD Faculty should include a statement within the course syllabus about self-plagiarism, including whether or not a student can resubmit an assignment that is the same as or substantially similar to one's own previously submitted work(s) during EdD coursework (i.e., research, specialization, or electives). Similarity will be determined using Turnitin.com. EdD students may utilize previously submitted assignments when writing their EdD Dissertation in EDUF 8129, EDUF 8999, and EDUF 8000 with the Chair's approval.

External Support

EdD students may discuss assignments with fellow students, colleagues, instructors, or writing tutors, but the actual course assignments much be completed by the EdD student alone. If the EdD student utilizes and external agency or individual for any purpose during any part of the dissertation process, the EdD student must obtain permission from his or her EdD Dissertation committee and acknowledge that agency or individual within the Acknowledgements section of the EdD dissertation.

Writing Support

Academic Center for Tutoring

Online writing tutoring is available through the Academic Center for Tutoring (ACT). Assistance is available for writing assignments in any course and at any level, including writing related to the dissertation. This service is free of charge to any CSU student. ACT recommends a 1-hour appointment (two 30-minute appointments scheduled back-to-back) for up to eight pages. A student can schedule multiple appointments for more than eight pages.

Students must use the Google Drive to participate in an online tutoring appointment. Prior to making an online appointment, please read the instructions, Making and Participating in an ACT Online Writing Tutoring Appointment – STUDENTS.

Online Writing Modules

The Doctoral Office for Advising and Records provides access to several online writing modules. These modules cover the following topics: a) Creating Cohesive Academic Writing; b) Summarizing, Paraphrasing, and Quoting Outside Sources; c) Annotated Bibliography; and d) APA Formatting. If a chair would like a module(s) copied into a section of EDUF 8999, they can submit a request to the Doctoral Office for Advising and Records.

Writing Retreat

In conjunction with CSU's Graduate School, the Doctoral Office for Advising and Records sponsors a Writing Retreat each Fall and Spring semester. All EdD students are encouraged to attend the event. The session topics vary and links to previous sessions can be accessed via the Graduate School's YouTube page.

Scholarly Writing Rubric

Each member of the committee is expected to follow a similar scholarly writing rubric when assessing dissertation submissions. The standard rubric includes the organization, clarity, mechanics, and APA style adherence. A copy of the Scholarly Writing Rubric is included here (Figure 1) and posted as Appendix G in this manual.

EdD Program Scholarly Writing Rubric					
Criteria	**Undeveloped**	**Emerging**	**Developing**	**Developed**	**Well-Developed**
Organization	Is poorly focused or poorly organized.	Is limited in focus or organization. The progression of ideas if interrupted by several errors in logic, such as absolutes or contradictions.	Is adequately focused and organized. The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions.	Is focused and generally well-organized, connecting ideas appropriately.	Sustains a well-focused, well-organized analysis, connecting ideas logically.
Clarity	Has severe problems in language and sentence structure that persistently interfere with meaning.	Has serious problems in language and sentence structure that frequently interfere with meaning.	Has problems in language and sentence structure that result in a lack of clarity.	Demonstrates sufficient control of language to express ideas with acceptable clarity.	Conveys ideas fluently and precisely, using effective vocabulary and sentence variety.
Mechanics	Contains pervasive errors in grammar, usage, or mechanics that result in incoherence.	Contains serious errors in grammar, usage, or mechanics that frequently obscure meaning.	Contains occasional major errors or frequent minor errors in grammar, usage, or mechanics that can interfere with meaning.	Generally demonstrates control of the conventions of standard written English, but may have some errors.	Demonstrates superior facility to the conventions of standard written English without errors.
APA Style	APA guidelines were not followed consistently.	APA guidelines were followed occasionally.	APA style guidelines were followed with some errors.	APA guidelines were followed with few errors.	APA guidelines were followed strictly without errors.

Figure 1. EdD Program Scholarly Writing Rubric.

Pilot Studies

If an EdD student needs to conduct a Pilot Study to validate a data collection measures, then that student is encouraged to conduct a pilot study after the Prospectus Defense and before the Proposal Defense. The pilot study should be conducted with the consolation of the Chair and Methodologist. In addition, the EdD student is required to obtain IRB approval before conducting the pilot study. The results of the pilot study should be included in Chapter III and discussed as part of the Proposal Defense.

The Final Dissertation Phase

Once a student has successfully defended both the Prospectus and the Proposal sections of the dissertation, the student advances to Doctoral Candidacy and enters the Final Dissertation Phase. There are several steps involved in completing and producing a publishable final dissertation.

Collaborative Institutional Training Initiative

The Collaborative Institutional Training Initiative (CITI) Program is required of all investigators of any study conducted at CSU. Training was likely a part of a research methods course but both committee members and students should verify the status of their current CITI training before participant recruitment and data collection.

This training is funded by the Provost's Office, Office of Sponsored Programs, College of Letters and Sciences, and College of Education and Health Professions. CITI training is available to all faculty, students, and staff at CSU. CITI training is a required element of obtaining IRB approval. More information about the CITI Program Training can be found on the Academic Affairs CITI Home Page.

Institutional Review Board

The CSU Institutional Review Board (IRB) must approve all research involving human subjects, including all EdD Dissertation research studies. Approval must be granted before any participate recruitment or data collection begins.

After successful defense of the Dissertation Proposal, the EdD Candidate must submit an IRB application to the CSU IRB for approval. Applications, templates, and directions are available on the CSU IRB website.

EDUF 8000: EdD Dissertation Defense

EDUF 8000 is a zero-credit course in which EdD Candidates must enroll to defend their final dissertation. This course allows candidates to document a) their successful oral defense of the final dissertation; b) the completion of edits and approval of the final dissertation by the dissertation committee, Director of the Doctoral Program, Director of COEHP Graduate Studies, and the COEHP Dean; and c) submission to the CSU Library for publication.

EdD candidates must be enrolled during the semester in which they plan to defend the final dissertation. The approval process during EDUF 8000 includes an originality review and a format review based on APA guidelines and the EdD Dissertation Guide.

One of the following actions will be recommended after the University Review:

a) Accept for publication without revisions
b) Return to the EdD candidate for minor revisions
c) Return to the EdD candidate for major revisions

If the EdD Candidate is unable to make the revisions by the stated deadline, the EdD candidate may be allowed to participate in both the Hooding and the Commencement Ceremonies but will not be awarded the EdD Degree until the final dissertation has been accepted for publication. A final grade of S (Satisfactory) is required for EdD Program Completion.

Publication of the Dissertation

After approval from the EdD Dissertation Committee, Director of the Doctoral Program, Director of COEHP Graduate Studies, and the COEHP Dean, the EdD student's dissertation will be published on Columbus State University's ePress.

EdD Students are encouraged to publish part or all of the dissertation in scholarly journals; however, neither the EdD student or the committee members should publish any part of the dissertation until the final dissertation has been defended and approved by the EdD Dissertation Committee, Director of the Doctoral Program, Director of COEHP Graduate Studies, and the COEHP Dean.

Hackett Award for Outstanding Dissertation

The Hackett Award for Outstanding Dissertation was established to recognize annually a graduating EdD student, and his or her EdD Dissertation Committee Chair, who conducted dissertation research that has great potential to impact the field of education. The award was named in honor of Dr. Paul (Paul) Thomas Hackett, Sr. and Dr. Paul Thomas (Tom) Hackett, Jr. for their years of outstanding service to Columbus State University.

Purpose of the Award

- Recognize annually a graduating EdD student, and his or her EdD Dissertation Committee Chair, who conducted dissertation research that has great potential to impact the field of education.
- Honor Paul Thomas Hackett, Sr. for his years of service to Columbus State University.
- Honor Paul Thomas Hackett, Jr. for his years of service to Columbus State University as a faculty member, department chair, dean, provost, and interim president.

Guidelines

- The award shall be given annually unless, in the opinion of the Doctoral Program Committee, there was not an outstanding recipient for that year (i.e., previous spring, summer, and fall semesters).
- The Director of Doctoral Program in Education (or other representative) will send a call for nominations to all EdD Dissertation Committee Chairs in January.
- EdD Dissertation Committee Chairs will submit a statement to the Doctoral Program Assistant that highlights the strengths of the dissertation research and the potential impact for the field of education.
- The Doctoral Program Committee will serve as the selection committee.
- The discussions related to the selection process shall remain confidential. Ballots will be anonymous.
- The name of the award recipient and the EdD Dissertation Committee Chair will be added to a perpetual plaque. The recipient will receive an award plaque, and the EdD Dissertation Committee Chair will receive an award certificate.

Criteria

The award recipient will be selected on the following criteria:

- Defended the final EdD dissertation successfully during the previous spring, summer, or fall semester.
- Graduated from the EdD in Curriculum and Leadership Program during the previous spring, summer, or fall semester.
- Conducted dissertation research to address an identified problem, which has the great potential to impact the field of education.
- Published the final EdD dissertation using scholarly writing (i.e., conveys clear and insightful ideas fluently and concisely with well-focused analysis).

General Defense Procedures

EdD students are required to defend their Prospectus, Proposal, and Final Dissertations. Student's drafts should be in *final form* prior to each defense. Committee members who perceive major flaws that are likely to result in an unsuccessful defense should discuss these concerns with the EdD student and the Chair immediately.

Attendance

All committee members are required to be physically present at all defenses (i.e., prospectus, proposal, and final defense). In the event of an emergency or unforeseen circumstance, the methodologist or content committee member can attend virtually if approved in advance by the Director of the Doctoral Program and the Teaching, Leadership, and Counseling Department Chair. This option should be used sparingly and only in the case of emergency as there is always the risk of technical difficulties. The Dissertation Committee Chair is always required to be physically present.

If any member of the dissertation committee is unable to attend, the defense must be postponed. The Dissertation Committee members are responsible for scheduling and planning appropriately to meet at the agreed upon time and meet the deadlines required.

Ideally, the EdD student should attend each defense in person; however, the student can join the prospectus and proposal defenses via video conference if distance or extended travel is a concern (i.e., 150+ miles from Columbus, Georgia). The EdD Dissertation Chair must approve the virtual defense before scheduling. In the event of a virtual defense, the Doctoral Program Administrative Coordinator can serve as a resource for organizing the defense.

The Prospectus and Proposal Defenses are attended by the student and the dissertation committee members. The final dissertation defense is open to the public including, but not limited to, CSU faculty and staff, current EdD students, friends, and family of the EdD student.

Scheduling

The EdD Dissertation Committee Chair will schedule each defense in coordination with the other members of the Dissertation Committee and the EdD Student. Scheduling of defenses is subject to the availability of dissertation committee members.

Defense applications and the EdD Program Calendar are available on the EdD Program Website.

- Completed applications for the Prospectus and Proposal Defense should be submitted to the Doctoral Program Administrative Coordinator at least 1 week prior to the scheduled defense.

- Completed applications for the Final Dissertation Defense should be submitted to the Doctoral Program Administrative Assistant at least 3 weeks prior to the scheduled defense.

The Prospectus and Proposal Defenses may occur within the same semester if approved by the Dissertation Committee Chair and Director of the Doctoral Program. The Proposal Defense and the Final Defense cannot occur within the same term.

Defenses held outside of the designated term dates will be counted as completed during the following semester. For example, a defense that occurs on December 20th (outside of the Fall semester operational dates) will be considered a Spring semester defense.

Defense Deadlines

Spring Semester Deadlines		Summer Semester Deadlines		Fall Semester Deadlines	
April 1st	Deadline to Apply to Defend the Final Dissertation	June 24th	Deadline to Apply to Defend the Final Dissertation	October 25th	Deadline to Apply to Defend the Final Dissertation
April 10th	Deadline to Defend Final Dissertation	July 1st	Deadline to Defend Final Dissertation	November 1st	Deadline to Defend Final Dissertation
April 13th	Deadline to submit for University Review.	July 6th	Deadline to submit for University Review.	November 4th	Deadline to submit for University Review.
May 1st	Deadline to Submit Final	July 24th	Deadline to Submit Final	November 24th	Deadline to Submit Final

**When the deadline falls on a weekend or holiday, the following business day should be considered the deadline.*

Prospectus Defense Procedures

The primary purpose of the Dissertation Prospectus Defense is for the EdD student to demonstrate their knowledge of current empirical literature related to a specific problem. A Prospectus Defense Template is available on the EdD Program Website and in the Appendix Section of this Handbook.

Prior to the scheduled defense, the Doctoral Program Administrative Coordinator will distribute the oral presentation rubric, approval form, and other materials to the Chair of the Dissertation Committee. When the committee agrees that the EdD student's Prospectus is ready to defend, the Chair will schedule the date and time for the defense. Once the date and time have been established, the EdD student will submit the Application for Prospectus Defense to the Doctoral Program Administrative Coordinator.

The chair will provide each member of the committee with the Prospectus at least 14 days prior to the scheduled defense. The EdD student should submit a copy of the Prospectus Defense Presentation at least 7 days prior to the scheduled defense. The Chair is encouraged to work with the student to refine and rehearse the defense presentation.

The following protocol will be followed when conducing a prospectus defense.

Committee Organization

1. The Chair will explain the purpose of the defense and the committee's primary tasks.
2. The Chair will explain the possible outcomes of the defense to each committee member and the student (i.e., *Pass or Fail, With or without revisions)*
3. The Chair will introduce the EdD student and present the title of the Prospectus.

Presentation

4. The Student will take 30 minutes presenting the Prospectus to the committee. In this time period, the EdD student should present essential and notable points regarding: a) the problem studied and why the study will be significant; b) significant aspects of the literature review reported in Chapter II; c) state the research questions; and d) provide an overview of the proposed research methodology.
5. When the EdD student completes the presentation, the committee members will ask questions beginning with the third (content) committee member and ending with the Chair. The EdD student will respond to the questions posted with further discussion among the committee members. As each member of the committee asks questions of the EdD student, other committee members may wish to ask related or follow up questions. Please ask the committee member who is currently questioning for permission to interrupt their questioning process.

Committee Deliberation

6. When committee-student interactions are completed, the EdD student will leave the room while the committee deliberates.
7. The committee will vote as to the defensibility of the dissertation prospectus, according to these criteria:
    a. Has the EdD student proceeded according to the requirements of the dissertation prospectus?

b. Were the committee's concerns addressed to every member's satisfaction?
c. Did the EdD student organize the presentation around the written materials?
d. Was the description of the problem adequate?
e. Did the EdD student articulate the need for the research correctly?
f. Did the EdD student cite appropriate literature in Chapter II to guide the research?
g. Are the proposed research questions "S.M.A.R.T.?"
   Specific: Does it include specific variables or concepts?
   Measurable: Can it be evaluated (i.e., methods)?
   Aligned: Does it align with the problem and purpose?
   Realistic: Do I have the resources to answer it (i.e., feasible)?
   Timely: Is it relevant to current issues in research?
h. Did the EdD student portray the importance of the study accurately in such a manner that will contribute to the field?
i. Can the study be conducted efficiently and effectively?

Decision

8. The Chair will ask the Committee whether or not the EdD student should move onto the Dissertation Proposal Stage. If revisions are required, those completed revisions should be reviewed and approved by the chair but other members of the committee can request to review the revisions as well. On the approval form, the chair should outline the results of the committee's vote as well as report any revisions needed. The options include:

   - *Pass* – if the committee votes to pass the EdD student, the Chair will invite the EdD student back into the room and inform them of the vote. The Chair will ensure that all required signatures are obtained on the Proposal Approval Form.
     - No revisions needed
     - Minor revisions needed (e.g., formatting or grammar)
     - Major revisions needed (e.g., change in research methods or the addition of more literature in Chapter II)

   - *Fail* – if the committee votes to fail the EdD student, the Chair will invite the student back into the room and inform them of the vote and the options that are available to them.

   - *Suspend* – if the committee elects to suspend their vote, the Committee will be required to meet again via face-to-face, phone, email, or video conference. Before the student and committee dismiss, a specific set of recommendations for corrective action and a timeline for their completion must be developed before the committee can reconvene for the formal vote.

Debriefing

Any edited copies of the EdD student's prospectus should be left with the chair. The EdD student must respond promptly to any recommendations or editorial suggestions. The Chair will debrief the EdD student at the close of the defense and discuss how to improve the dissertation prospectus.

Final Steps

After the defense concludes, the Chair will provide the Doctoral Program Administrative Coordinator with the completed oral presentation rubric from each committee member and signed approval form.

Proposal Defense Procedures

The primary purpose of the Dissertation Proposal Defense is for the EdD student to propose comprehensive and well-defined methodology for answering his or her research questions. A Proposal Defense Template is available on the EdD Program Website and in the Appendix Section of this Handbook.

Prior to the scheduled defense, the Doctoral Program Administrative Coordinator will distribute the oral presentation rubric, approval form, and other materials to the Chair of the Dissertation Committee. When the committee agrees that the EdD student's Proposal is ready to defend, the Chair will schedule the date and time for the defense. Once the date and time have been established, the EdD student will submit the Application for Proposal Defense to the Doctoral Program Administrative Coordinator.

The chair will provide each member of the committee with the Proposal at least 21 days prior to the scheduled defense. The EdD student should submit a copy of the Prospectus Defense Presentation at least 7 days prior to the scheduled defense. The Chair is encouraged to work with the student to refine and rehearse the defense presentation.

The following protocol will be followed when conducing a proposal defense.

Committee Organization

1. The Chair will explain the purpose of the defense and the committee's primary tasks.
2. The Chair will explain the possible outcomes of the defense to each committee member and the student (i.e., *Pass or Fail, With or without revisions)*
3. The Chair will introduce the EdD student and present the title of the Proposal.

Presentation

4. The Student will take 30 minutes presenting the Proposal to the committee. In this time period, the EdD student should present essential and notable points regarding: a) the problem studied and why the study will be significant from Chapter I; highlights from the literature review reported in Chapter II; and c) a detailed methodology for conducting the proposed study as reported in Chapter III.
5. When the EdD student completes the presentation, the committee members will ask questions beginning with the third (content) committee member and ending with the Chair. The EdD student will respond to the questions posted with further discussion among the committee members. As each member of the committee asks questions of the EdD student, other committee members may wish to ask related or follow up questions. Please ask the committee member who is currently questioning for permission to interrupt their questioning process.

Committee Deliberation

6. When committee-student interactions are completed, the EdD student will leave the room while the committee deliberates.
7. The committee will vote as to the defensibility of the dissertation prospectus, according to these criteria:
    a. Has the EdD student proceeded according to the requirements of the dissertation proposal?
    b. Were the committee's concerns addressed to every member's satisfaction?
    c. Can the study be conducted efficiently and effectively?
    d. Does the candidate have sufficient resources to complete the study?
    e. Had the EdD student explained the methodology using accurate and appropriate language?

Decision

8. The Chair will ask the Committee whether or not the EdD student should move the Final Dissertation Stage and advance to Degree Candidacy. If revisions are required, those completed revisions should be reviewed and approved by the chair, but other members of the committee can request to review the revisions as well. On the approval form, the chair should outline the results of the committee's vote as well as report any revisions needed. The options include:

    - *Pass* – if the committee votes to pass the EdD student, the Chair will invite the EdD student back into the room and inform them of the vote. The Chair will ensure that all required signatures are obtained on the Proposal Approval Form.
        - No revisions needed
        - Minor revisions needed (e.g., formatting or grammar)

- Major revisions needed (e.g., change in research methods or the addition of more literature in Chapter II)

- *Fail* – if the committee votes to fail the EdD student, the Chair will invite the student back into the room and inform them of the vote and the options that are available to them.

- *Suspend* – if the committee elects to suspend their vote, the Committee will be required to meet again via face-to-face, phone, email, or video conference. Before the student and committee dismiss, a specific set of recommendations for corrective action and a timeline for their completion must be developed before the committee can reconvene for the formal vote.

The Dissertation Proposal Approval Form should not be signed by the Committee until the proposal is deemed acceptable and the study is ready to submit to the CSU IRB for review. An approved Dissertation Proposal serves as a document that specifically outlines how the EdD student will implement the research study.

Debriefing

Any edited copies of the EdD student's proposal should be left with the chair. The EdD student must respond promptly to any recommendations or editorial suggestions. The Chair will debrief the EdD student at the close of the defense and discuss how to improve the dissertation proposal.

Final Steps

After the defense concludes, the Chair will provide the Doctoral Program Administrative Coordinator with the completed oral presentation rubric from each committee member and the signed approval form.

If, upon conclusion of the Proposal defense, the proposal is not ready for approval, the Chair will notify the Doctoral Office of Advising and Records to hold the approval form. When the final draft of the proposal is approved (with no revisions), the EdD student will submit a copy of the clean draft in Tk20.

Once the Proposal has been approved by the committee and received by the Director of the Doctoral Program in Education and the COEHP Dean, the EdD student may move forward with the IRB application process. Recruitment and data collection cannot begin until the Dissertation Proposal has been defended successfully and the study has received CSU IRB approval.

Final Defense Procedures

The primary purpose of the Final Dissertation Defense is for the EdD student to present the findings, conclusions, and implications of their research study. A Final Defense Template is available on the EdD Program Website and in the Appendix Section of this Handbook.

Prior to the scheduled defense, the Doctoral Program Administrative Coordinator will distribute the oral presentation rubric, approval form, and other materials to the Chair of the Dissertation Committee. When the committee agrees that the EdD student's Final Dissertation is ready to defend, the Chair will schedule the date and time for the defense. To qualify for graduation in a given semester, the Committee and the EdD student should be mindful of the deadlines to defend during each semester. Once the date and time have been established, the EdD student will submit the Application for Final Dissertation Defense to the Doctoral Program Administrative Coordinator. The Doctoral Program Administrative Coordinator will announce the event publicly via email to the COEHP faculty, Dissertation Faculty in other Colleges, the Provost's Office and Current EdD students.

The chair will provide each member of the committee with the Proposal at least 14 days prior to the scheduled defense. The EdD student should submit a copy of the Prospectus Defense Presentation at least 7 days prior to the scheduled defense. The Chair is encouraged to work with the student to refine and rehearse the defense presentation.

The following protocol will be followed when conducing a Final Dissertation Defense:

Committee Organization

1. The Chair will explain the purpose of the defense and the committee's primary tasks.
2. The Chair will explain the possible outcomes of the defense to each committee member and the doctoral candidate (i.e., *Pass or Fail, With or without revisions)*
3. The Chair will introduce the EdD student and present the title of the Dissertation.

Presentation

4. The candidate will take 30 minutes presenting the dissertation to the committee. In this time period, the EdD student should present essential and notable points regarding: a) highlight the problem and purpose of the study from Chapter I; b) state the research questions and methodology from Chapter III; c) discuss the results from Chapter IV; and d) discuss the conclusions and implications from Chapter V.
5. When the EdD student completes the presentation, the committee members will ask questions beginning with the third (content) committee member and ending with the Chair. The EdD student will respond to the questions posted with further discussion among the committee members. As each member of the committee asks questions of the EdD student, other committee members may wish to ask related or follow up questions. Please ask the committee member who is currently questioning for permission to interrupt their questioning process.
6. When the committee-student interactions are completed, the Chair will allow guest and observers to ask questions of the EdD students related to the dissertation study. The Chair will moderate the process to keep the exchange relevant and timely.

Committee Deliberation

7. When questions by the guests and other observers are finished per the Chair, the EdD student, guests, and other observers will leave the room while the committee deliberates.
8. The committee will vote as to the defensibility of the dissertation prospectus, according to these criteria:
    a. Has the EdD student proceeded according to the requirements of the final dissertation?
    b. Were the committee's concerns addressed to every member's satisfaction?
    c. Did the EdD student state the implications that can be drawn from the results accurately?
    d. Were the important strengths and limitations of the study identified and discussed in light of future research?
    e. Did the EdD student point out consistencies and inconsistencies in the results with the findings in the literature cited in Chapter II?

Decision

9. The Chair will ask the Committee whether or not the EdD student should pass the Dissertation phase. If revisions are required, those completed revisions should be reviewed and approved by the chair, but other members of the committee can request to review the revisions as well. On the approval form, the chair

should outline the results of the committee's vote as well as report any revisions needed. The options include:

- *Pass* – if the committee votes to pass the EdD student, the Chair will invite the EdD student back into the room and inform them of the vote. The Chair will ensure that all required signatures are obtained on the Final Dissertation Approval Form.
    - No revisions needed
    - Minor revisions needed (e.g., formatting or grammar)
    - Major revisions needed (e.g., change in research methods or the addition of more literature in Chapter II)

- *Fail* – if the committee votes to fail the EdD student, the Chair will invite the student back into the room and inform them of the vote and the options that are available to them.

- *Suspend* – if the committee elects to suspend their vote, the Committee will be required to meet again via face-to-face, phone, email, or video conference. Before the student and committee dismiss, a specific set of recommendations for corrective action and a timeline for their completion must be developed before the committee can reconvene for the formal vote.

The Dissertation Approval Form should not be signed by the Committee until the proposal is deemed acceptable.

Debriefing

Any edited copies of the EdD student's proposal should be left with the chair. The EdD student must respond promptly to any recommendations or editorial suggestions. The Chair will debrief the EdD student at the close of the defense and discuss how to improve the final dissertation. In addition, the Chair will discuss the steps with the final dissertation approval process.

Final Steps

After the defense concludes, the Chair will provide the Doctoral Program Administrative Coordinator with the completed oral presentation rubric from each committee member and the signed approval form.

Once the Final Dissertation has been approved by the committee and the Doctoral Program Administrative Coordinator has received the final approval form and the oral defense rubrics, The Director of the Doctoral Program will contact the EdD student about preparing the final dissertation for University Review and Publication. *Please note the deadlines for submission for University Review. Late submissions may result in a delay in awarding the degree.*

Virtual Dissertation Defense Procedures

Due to the COVID-19 worldwide pandemic, all defenses from March 2020 forward are to be conducted virtually via ZOOM. The following procedures should be used until Face-to-Face Defenses resume.

The Doctoral Program Administrative Coordinator will schedule all virtual defenses after the receipt and approval of the defense application. Please be aware of the deadlines to submit applications for defenses.

All procedures for face-to-face defenses should be followed when conducting a virtual defense. The following modifications will apply to all virtual defenses.

All Virtual Defenses

- The Doctoral Program Administrative Coordinator will email the ZOOM link to the EdD student and all of the Dissertation Committee Members along with a copy of the Virtual Defense Procedures and the appropriate Regular Defense Procedures.
- Prior to the defense, the Chair of the EdD Dissertation Committee should ensure that all phone numbers are exchanged among the committee members and the EdD student in case of technical issues.
- The Doctoral Program Administrative Coordinator or the Director of the Doctoral Program will attend all virtual defenses to assist with technical issues and to create break out rooms for the EdD Dissertation Committee's pre-defense and post-defense discussions. The Coordinator or Director will have the microphone and camera turned off unless assistance is needed.
- The Committee members will be assigned to a breakout room prior to the defense presentation to discuss the EdD student's draft. After the committee members leave the breakout room, the defense presentation will begin.
- At the conclusion of the presentation and questioning, the Committee members will return to the breakout room to discuss the presentation and dissertation draft. The Committee will deliberate and vote while in the breakout room.
- When the committee members return to the main room, the Chair will render the decision of the Committee and discuss any suggestions or revisions required by the committee.
- The committee approval form will be signed using DocuSign. This form will be initiated by the Doctoral Program Administrative Coordinator.

For Final Dissertation Defenses Only

In addition to the above guidelines for all defenses, the following guidelines apply to final defenses.

- The Doctoral Program Administrative Coordinator will email the ZOOM link to the EdD student and all of the Dissertation Committee Members along with the EdD faculty and students.
- The Chair will remind all guest and observers that they should mute their microphones and turn off their cameras until the defense has concluded. If one of the guests would like to ask a question, they should type the question in the chat box and allow the Chair to screen the questions before presenting them to the student.
- The committee approval form will be signed using DocuSign. This form will be initiated by the Doctoral Program Administrative Coordinator.

Appendices

Appendix A:
EdD in a Nutshell

Getting an EdD – In a Nutshell

Phase 1: Admission

Phase 2: Coursework

Phase 3: Dissertation

Semester 1
- 6 Hours of Specialization

Semester 2
- 3 Hours of Specialization
- 3 Hours of Research - Introduction

Semester 3
- 6 Hours of Specialization

Semester 4
- 3 Hours of Specialization
- 3 Hours of Research - Quantitative

Semester 5
- 3 Hours of Specialization
- 3 Hours of Research - Qualitative

Semester 6
- 3 Hours of Specialization
- 3 Hours of Research - EdD Seminar

Semester 7
- 3 Hours of Research
- 3 Hours of Elective

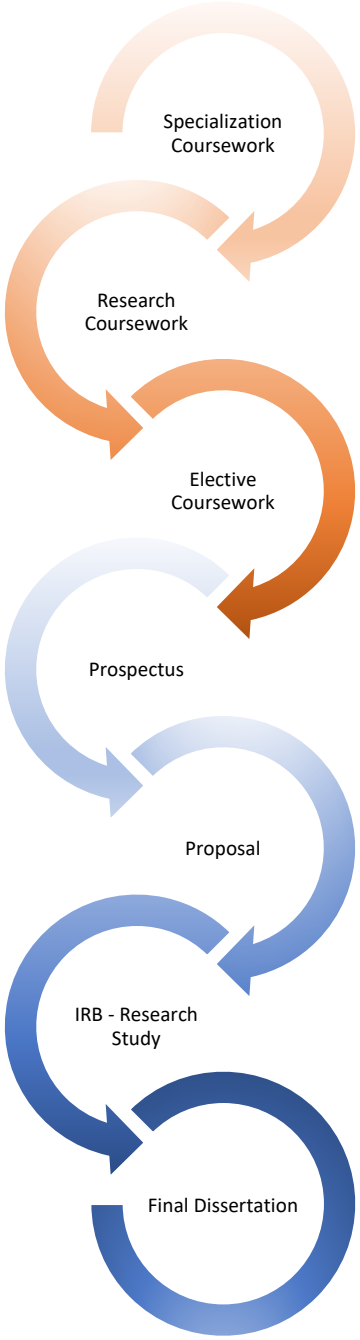
Semester 8
- 3 Hours of Research - Developing the Prospectus
- 3 Hours of Elective

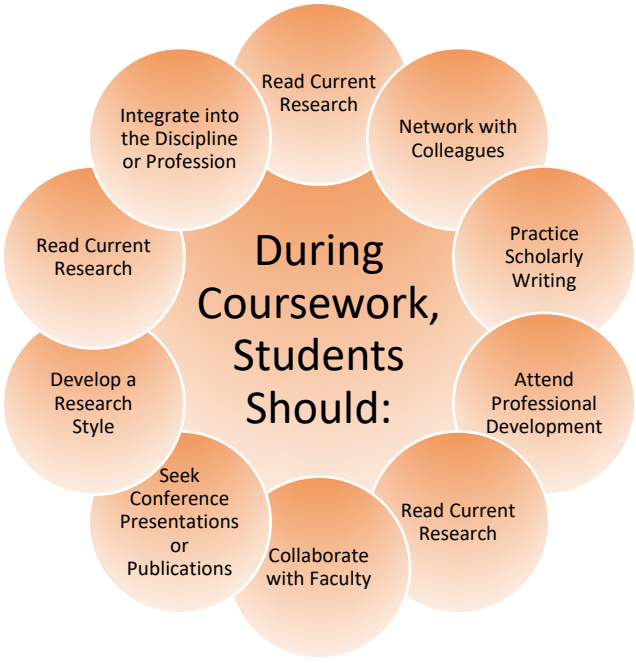
Semester 9
- 6 Hours of Elective
- Prospectus Defense

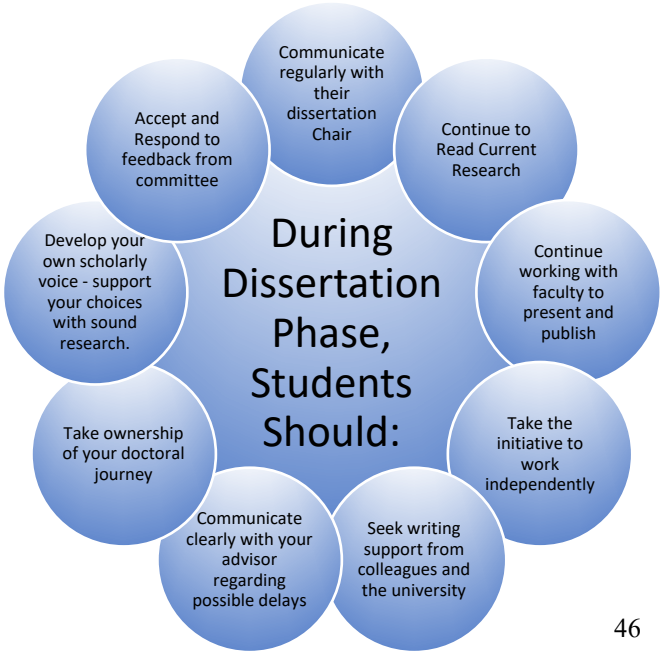
Semester 10
- 3 Hours of Dissertation
- Proposal Defense

Semester 11
- 3 Hours of Dissertation

Semester 12
- 3 Hours of Dissertation
- Dissertation Defense







Appendix B: COEHP Graduate Dispositions Assessment

COEHP Graduate Dispositions Assessment

Disposition	Unacceptable	Needs Improvement	Proficient	Exemplary
Legal & Ethical Conduct (INTASC 9; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not demonstrate a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND/OR does not exhibit ethical conduct by meeting established standards; AND/OR does not maintain confidentiality of student records, parent communications, or private professional communications.	Inconsistently demonstrates a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND/OR inconsistently exhibits ethical conduct by meeting established standards; AND/OR inconsistently maintains confidentiality of student records, parent communications, or private professional communications.	Consistently demonstrates a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND consistently exhibits ethical conduct by meeting established standards; AND consistently maintains confidentiality of student records, parent communications, and private professional communications.	Continually demonstrates a clear understanding of legal and moral obligations of the profession which includes integrity and honesty; AND continually exhibits ethical conduct by meeting established standards; AND continually maintains confidentiality of student records, parent communications, and private professional communications.
Interactions with Others (INTASC 3, 5, 10; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not interact or establish an effective rapport with others appropriately, respectfully, or professionally using appropriate language, voice, and tone; AND/OR does not acknowledge perspectives and/or seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals.	Inconsistently interacts and establishes an effective rapport with others appropriately, respectfully, or professionally using appropriate language, voice, and tone; AND/OR inconsistently acknowledges perspectives or inconsistently seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals.	Consistently interacts and establishes an effective rapport with others appropriately, respectfully, and professionally using appropriate language, voice, and tone; AND consistently acknowledges perspectives and regularly seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals.	Continually interacts and establishes an effective rapport with others appropriately, respectfully, and professionally using appropriate language, voice, and tone; AND continually acknowledges perspectives and continuously seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals.
Reliability (INTASC 9; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not meet or is not punctual for deadlines, professional activities, or requests; AND/OR does not make prior arrangements with instructor/supervisor when absence is necessary; AND/OR does not maintain active or focused participation; AND/OR does not ask proactive questions.	Inconsistently meets or is punctual for deadlines, professional activities, or requests; AND/OR inconsistently makes prior arrangements with instructor/supervisor when absence is necessary; AND/OR inconsistently maintains active or focused participation; AND/OR inconsistently asks proactive questions.	Consistently meets and is punctual for deadlines, professional activities, and requests; AND consistently makes prior arrangements with instructor/supervisor when absence is necessary; AND consistently maintains active and focused participation; AND consistently asks proactive questions.	Continually meets and is punctual for deadlines, professional activities, and requests; AND continually makes prior arrangements with instructor/supervisor when absence is necessary; AND continually maintains active and focused participation; AND continually asks proactive questions.
Professional Appearance & Demeanor (INTASC 9; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not exhibit appropriate appearance, attire and hygiene; AND/OR does not act in a mature, professional manner or maintains emotional control; AND/OR does not display confidence, composure, positive attitude or initiative.	Inconsistently exhibits appropriate appearance, attire and hygiene; AND/OR inconsistently acts in a mature, professional manner or maintains emotional control; AND/OR inconsistently displays confidence, composure, positive attitude or initiative.	Consistently exhibits appropriate appearance, attire and hygiene; AND consistently acts in a mature, professional manner and maintains emotional control; AND consistently displays confidence, composure, positive attitude and initiative.	Continually exhibits appropriate appearance, attire and hygiene; AND continually acts in a mature, professional manner and maintains emotional control; AND continually displays confidence, composure, positive attitude and initiative.

Commitment to Student Learning (INTASC 1, 2, 3, 4, 5, 7, 8, 9, 10; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not demonstrate and advocate the belief that all students can learn and does not adapt the instruction to meet various needs and abilities; AND/OR does not demonstrate accountability for student learning and development.	Inconsistently demonstrates and advocates the belief that all students can learn while adapting the instruction to meet various needs and abilities; AND/OR Inconsistently demonstrates accountability for student learning and development.	Consistently demonstrates and advocates the belief that all students can learn while adapting the instruction to meet various needs and abilities; AND consistently demonstrates accountability for student learning and development.	Continually demonstrates and advocates the belief that all students can learn while adapting the instruction to meet various needs and abilities; AND continually demonstrates accountability for student learning and development.
Commitment to Improvement (INTASC 6, 9; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not listen to or use feedback from instructors, cooperating teachers, peers, or students to improve practice; AND/OR makes excuses, defenses, or justifications for deficiencies.	Inconsistently listens to or uses feedback from instructors, cooperating teachers, peers, or students to improve practice; AND/OR at times makes excuses, defenses, or justifications for deficiencies.	Consistently listens to and uses feedback from instructors, cooperating teachers, peers, and students to improve practice AND consistently engages in reflective practice.	Continually listens to and uses feedback from instructors, cooperating teachers, peers, and students to improve practice AND acts upon reflections.
Commitment to the Profession (INTASC 9; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not follow appropriate protocols and chain of command when seeking solutions to problems; AND/OR does not value opportunities for networking with others in the field; AND/OR does not use appropriate language conventions in communications both oral and written; AND/OR does not demonstrate flexibility and responsiveness; AND/OR does not engage in appropriate use of personal electronic devices and social media; AND/OR undermines colleagues.	Inconsistently follows appropriate protocols and chain of command when seeking solutions to problems; AND/OR inconsistently values opportunities for networking with others in the field; AND/OR inconsistently uses appropriate language conventions in communications both oral and written; AND/OR Inconsistently demonstrates flexibility and responsiveness; AND/OR inconsistently engages in appropriate use of personal electronic devices and social media; AND/OR at times undermines colleagues.	Consistently follows appropriate protocols and chain of command when seeking solutions to problems; AND consistently values opportunities for networking with others in the field; AND consistently uses appropriate language conventions in communications both oral and written; AND consistently demonstrates flexibility and responsiveness; AND consistently engages in appropriate use of personal electronic devices and social media.	Continually follows appropriate protocols and chain of command when seeking solutions to problems; AND continually values opportunities for networking with others in the field; AND continually uses appropriate language conventions in communications both oral and written; AND continually demonstrates flexibility and responsiveness; AND continually engages in appropriate use of personal electronic devices and social media.
Scholarship (INTASC 9, 10; C&I 7; ELCC 5; ACPA & NASPA PEF)	Does not maintain active involvement in professional organizations; AND/OR does not seek out and participates in various professional development activities; AND/OR does not utilize research-based strategies in planning, instruction, and assessment; AND/OR does not reflect upon and revises instructional practices.	Inconsistently maintains active involvement in professional organizations; AND/OR inconsistently seeks out and participates in various professional development activities; AND/OR inconsistently utilizes research-based strategies in planning, instruction, and assessment; AND/OR inconsistently reflects upon and revises instructional practices.	Consistently maintains active involvement in professional organizations; AND consistently seeks out and participates in various professional development activities; AND consistently utilizes research-based strategies in planning, instruction, and assessment; AND consistently reflects upon and revises instructional practices.	Continually maintains active involvement in professional organizations; AND continually seeks out and participates in various professional development activities; AND continually utilizes research-based strategies in planning, instruction, and assessment; AND continually reflects upon and revises instructional practices.

Appendix C: Leave of Absence Request Form

EdD Leave of Absence Request

An EdD student may request a leave of absence from the EdD program by submitting this form to the Doctoral Office of Advising and Records prior to taking the leave of absence. The form must outline the rationale for requesting the leave of absence and specify the term in which the EdD student plans to return to the EdD program. The maximum duration for a leave of absence is 1 year or 3 full semesters. (Please note that a leave of absence from the EdD program may impact a student's program sequence and delay degree progression).

This form should be completed by any individual who wants to request a leave of absence from the EdD Program.

Last Name		First Name		MI	
Email Address		Phone Number			
Mailing Address					
City		State		Zip Code	
Requested Term(s) of Absence:					
Anticipated Return:					
Rationale for Requesting the Leave of Absence:					
Signature of Student:		Date:			

Approval Signature – Director of Doctoral Programs:

Appendix D:
Dissertation Committee Service: Reminders and Resources

Dissertation Committee Service: Reminders and Resources

CSU's EdD program is divided into three general phases:
Phase 1 – Admission to Program
Phase 2 – Completion of Coursework
Phase 3 – Dissertation Research

Each phase consists of additional steps. Nearing the end of Phase 2 (Coursework), students should select and secure a dissertation chair. Students may move into EDUF 8999 hours with only a chair but may not defend any part of the dissertation without a full committee.

A full committee consists of at least three people:

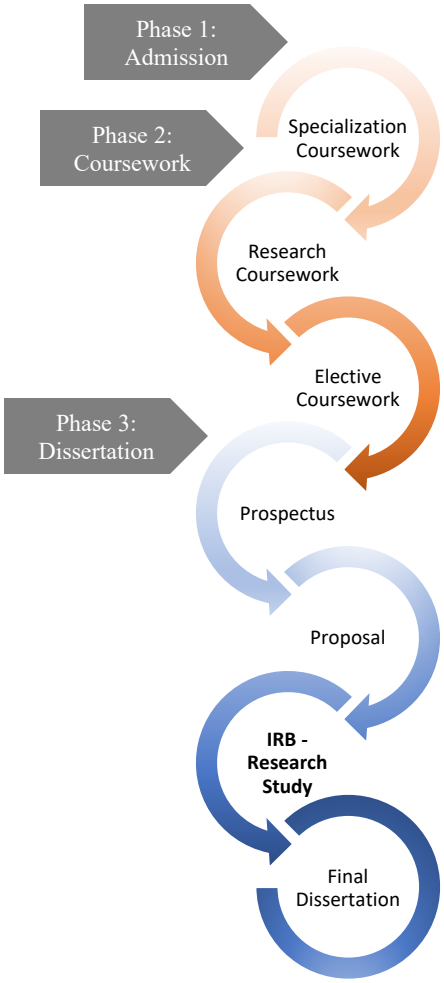
1. Chair
2. Methodologist
3. 3rd Member

Membership on committees is based on graduate faculty status which is granted by the University Graduate Council. Committee members are required to maintain their graduate faculty status for the duration of their committee service. Questions about your status should be directed to the COEHP TLC Department Chair.

The dissertation phase consists of three primary parts.

1. The Prospectus
2. The Proposal
3. The Final Dissertation

CSU does not have "qualifying exams," "general orals," "comprehensive exams," etc. that are common at many doctoral degree granting institutions. Instead, the successful Prospectus and Proposal Defenses mark the doctoral student's advancement to Doctoral Degree Candidacy.



As students complete their coursework, they are offered opportunities to work on their writing, scholarly voice, collaboration, etc.

Nearing the end of their coursework, they will begin to meet with faculty to select a chair and two other members of their committee.

Working with their chair, they will develop the Dissertation Prospectus (Drafts of Chapters 1 and 2 of the Dissertation). The chair will determine when the student is ready to present and "defend" the prospectus.

After successful completion of the Prospectus, the student will begin working more closely with the methodologist to create the Dissertation Proposal (Revised Chapters 1 and 2 and newly formed Chapter 3).

The Chair and Methodologist will determine when the student is ready to present and "defend" the Proposal.

Upon successful defense of the Dissertation Proposal, the student will submit the IRB application and once granted, will begin collecting and analyzing data.

Again, the chair will determine when the dissertation is ready to defend and will coordinate all defenses for the student.

So, what, specifically, should you do in your role as a dissertation committee member? Each member brings a unique skill set to the dissertation committee.

The **chair** of the committee is responsible for guiding and directing the student's research, facilitating communication among committee members, and coordinating the dissertation process for the student.

The **methodologist** of the committee is responsible for guiding and directing the student's methodological choices and supervising data collection and analysis during the research project.

The **3rd member** of the committee is often the content area expert of the committee and as such is responsible for ensuring the scholarly accuracy of information. The 3rd member is also responsible for directing the student's writing style and formatting and providing additional supports as requested by the dissertation chair.

All committee members are expected to provide timely and appropriate feedback to dissertation students.

All committee members are expected to respond to communication from both the student and the chair regarding dissertation feedback or scheduling of meetings/defenses.

All committee members are expected to support the growth and development of EdD students in an appropriate and professional manner consistent with the Standards of Excellence of CSU and COEHP.

Appendix E:
Dissertation Committee Appointment Form

COLUMBUS STATE UNIVERSITY

Doctoral Office of Advising and Records
College of Education and Health Professions
3107 Frank Brown Hall
TEL: (706) 565-1447 FAX: (706) 565-1422

Dissertation Committee Appointment Form

Name of EdD Student: _____

CSU ID Number of EdD Student: _____ Specialization: (Select One)

Please check one:

☑ Initial Committee Appointment ☐ Change in Committee Appointment

Dissertation Chair	**Chair Signature**
☑ *Chair* ☐ *Chair/Methodologist*	

You may submit this form once you've selected a chair only.
Once you've selected other members, you may resubmit.

Dissertation Committee Members	**Member Signatures**
☑ *Methodologist* ☐ *2nd Member*	
3rd Member	
4th Member (if applicable)	

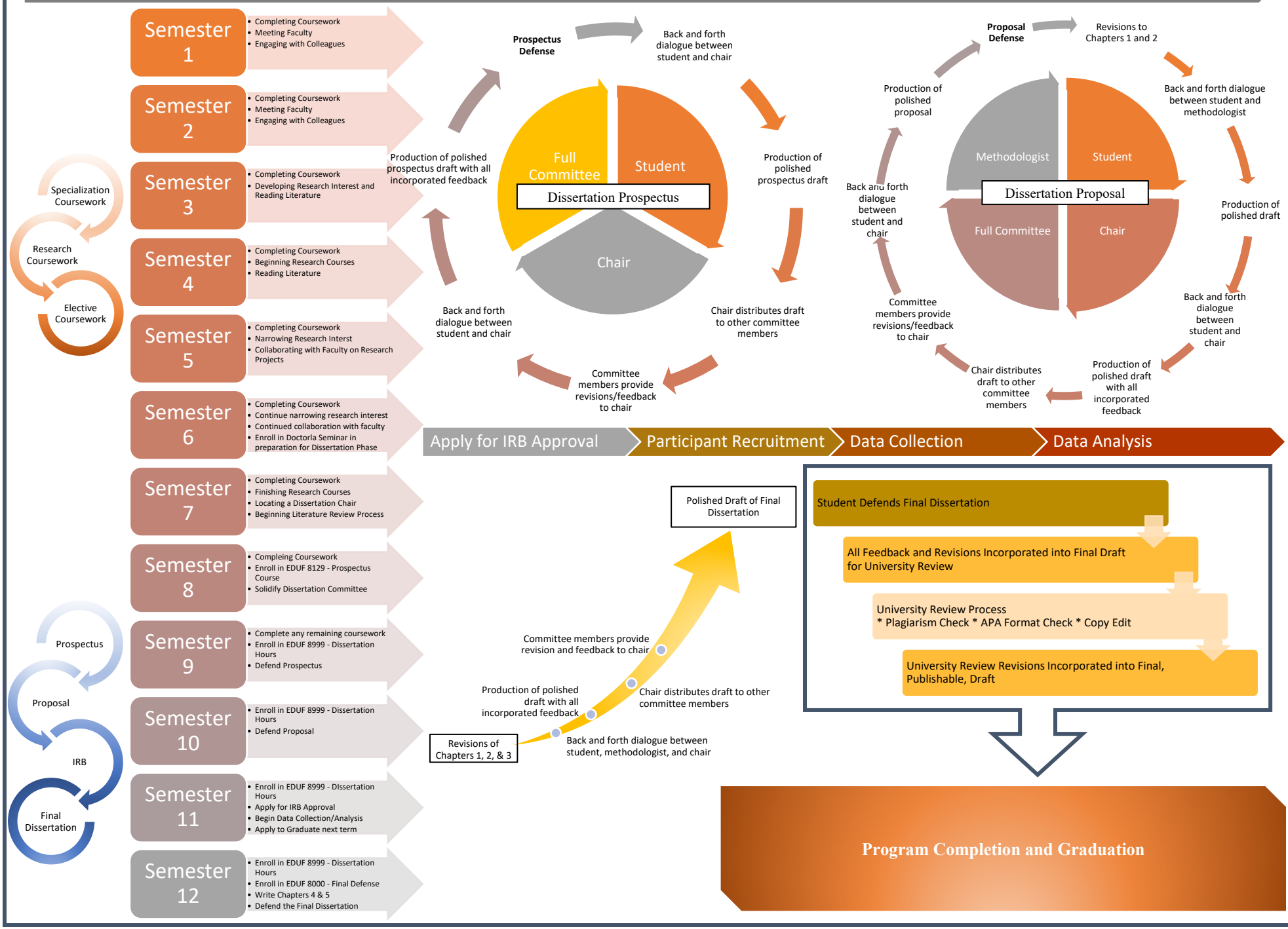
Approval Signatures

EdD Student	*Date*	*Department Chair*	*Date*
Director of Doctoral Program	*Date*	*COEHP Dean*	*Date*

This form should be submitted to Julia Burnett (burnett_julia@columbusstate.edu). (Revised 10/2020)

Appendix F:
EdD Dissertation Communication, Review, and Approval Process

EdD Dissertation Communication, Review, and Approval Process



Appendix G: Scholarly Writing Rubric

EdD Program Scholarly Writing Rubric					
Criteria	**Undeveloped**	**Emerging**	**Developing**	**Developed**	**Well-Developed**
Organization	Is poorly focused or poorly organized.	Is limited in focus or organization. The progression of ideas if interrupted by several errors in logic, such as absolutes or contradictions.	Is adequately focused and organized. The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions.	Is focused and generally well-organized, connecting ideas appropriately.	Sustains a well-focused, well-organized analysis, connecting ideas logically.
Clarity	Has severe problems in language and sentence structure that persistently interfere with meaning.	Has serious problems in language and sentence structure that frequently interfere with meaning.	Has problems in language and sentence structure that result in a lack of clarity.	Demonstrates sufficient control of language to express ideas with acceptable clarity.	Conveys ideas fluently and precisely, using effective vocabulary and sentence variety.
Mechanics	Contains pervasive errors in grammar, usage, or mechanics that result in incoherence.	Contains serious errors in grammar, usage, or mechanics that frequently obscure meaning.	Contains occasional major errors or frequent minor errors in grammar, usage, or mechanics that can interfere with meaning.	Generally demonstrates control of the conventions of standard written English, but may have some errors.	Demonstrates superior facility to the conventions of standard written English without errors.
APA Style	APA guidelines were not followed consistently.	APA guidelines were followed occasionally.	APA style guidelines were followed with some errors.	APA guidelines were followed with few errors.	APA guidelines were followed strictly without errors.

Appendix H: Dissertation Format and Style Guide

EdD Dissertation Format and Style Guide

(updated Fall 2020)

General Style Guidelines

Page Margins

For ePress Publication (All Dissertations)	Left	Right	Top	Bottom
Title Page	1”	1”	2”	2”
First page of each chapter	1”	1”	2”	1”
All other pages	1”	1”	1”	1”
For Print Copies	**Left**	**Right**	**Top**	**Bottom**
Title Page	1.5”	1”	2”	2”
First page of each chapter	1.5”	1”	2”	1”
All other pages	1.5”	1”	1”	1”

Note: ALL dissertations are automatically submitted for electronic publication with CSU Library’s ePress system. Students may request a hard copy of their dissertation but must submit a separate file with adjusted margins for print binding.

Pagination

Component	Guidelines
Dissertation Approval Page Title Page	These two pages are not numbered but are included in the overall page count
Copyright Page Dedication Acknowledgements Abstract Table of Contents List of Tables List of Figures	Page numbers should be assigned using the Page number feature in Microsoft Word. These preliminary pages should be numbered using lowercase Roman numerals starting with “iii.” Page numbers should be centered and located 0.5” from the bottom of the paper.
Chapter I – V References Appendices	Page numbers should continue to be assigned using the page number feature in Microsoft Word. Beginning with Chapter I and continuing until the last page of your paper, use Arabic numerals starting with “1.”

General Font, Line, and Spacing Guidelines

- Use Times New Roman Font – Size 12.
- All text (excluding headings and text on preliminary pages) should be flush-left.
- After the preliminary pages, all text should be double-spaced.
    - Click “home”, “Paragraph”, Indent and Spacing” → Under Spacing, select 2.0.
- Do not include a space above or below lines of text.
    - Click “home”, “Paragraph”, Indent and Spacing” → Under Spacing, set “before” and “after” to zero.

- New paragraphs are indented 0.5" from the left margin.
    - Use TAB → Do not insert spaces manually
- Use *one* space between sentences.

Abstract Format Guidelines

- Use numerals for all numbers.
- Do not use citations.
- One page in length
- Double-spaced without paragraph indent

Headings

- Do not use a running head
- Use APA Headings throughout. Chapters are considered Level 1 Headings

Appendices Format

- Add a cover sheet between the Reference section and the first Appendix. Type "Appendices" Centered, 2.0" from the Top Margin, and Bolded.
- Each Appendix should have its own cover page which includes the Appendix Identifier (Appendix A, Appendix B, etc.) and the Appendix Title.
- Appendices are ordered in the same order they are mentioned within the text.

Dissertation Template with Formatting Guidelines

The official approval page will be inserted by the Doctoral Office. Yours should include this basic information though.

Dissertation Title

By Student's Full Name

This dissertation has been read and approved as fulfilling the partial requirement for the degree of Doctor of Education in Curriculum and Leadership

[Chair's Full Name] Chair	Jennifer M. Lovelace, PhD Director, Doctoral Program in Education
[Methodologist's Full Name] Methodologist	Brian Tyo, PhD Director, COEHP Graduate Studies
[Committee Member's Full Name] Committee Member	Deirdre Greer, PhD Dean, COEHP

No Page Number

Title Page = 2.0" Top and Bottom Margin with 1" Left and Right Margin

Dissertation Title (Title Case - Bold)

4 blank spaces

by

1 blank space

Student's Full Name

5 blank spaces

A Dissertation
Submitted in Partial Fulfillment of
The Requirements for
The Degree of Doctor of Education
In Curriculum and Leadership
(**Program Track in Title Case – Bold**)

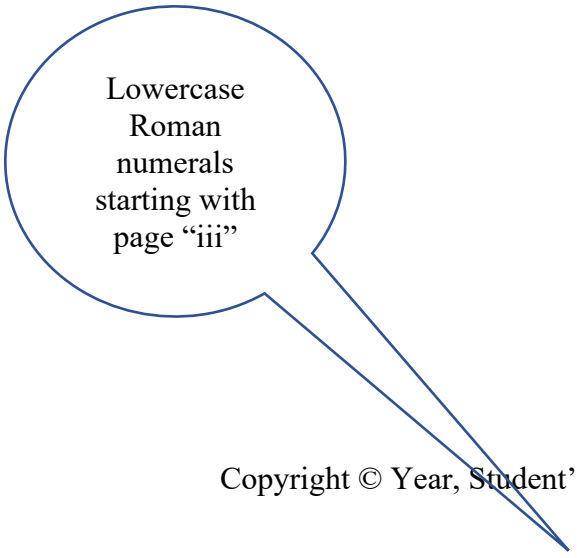
5 blank spaces

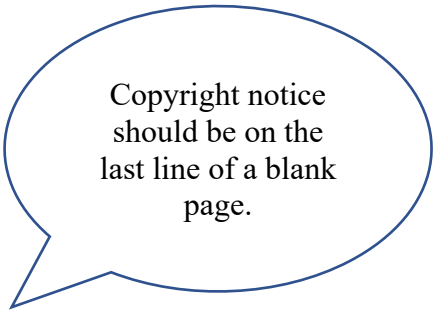
Columbus State University
Columbus, GA

5 blank spaces

Month and Year of Graduation

No Page Number

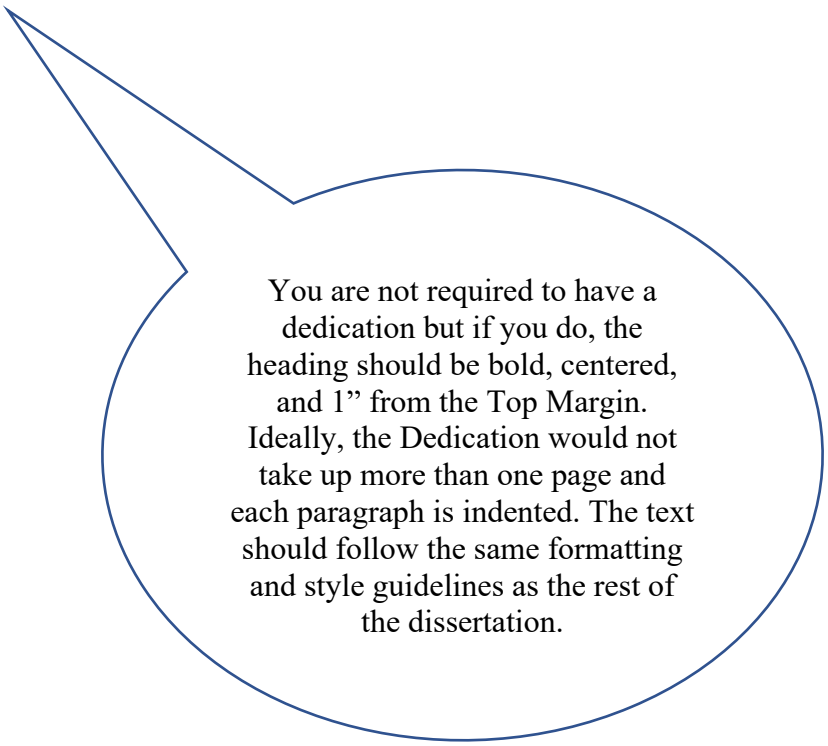




Copyright © Year, Student’s Full Name. All rights reserved.

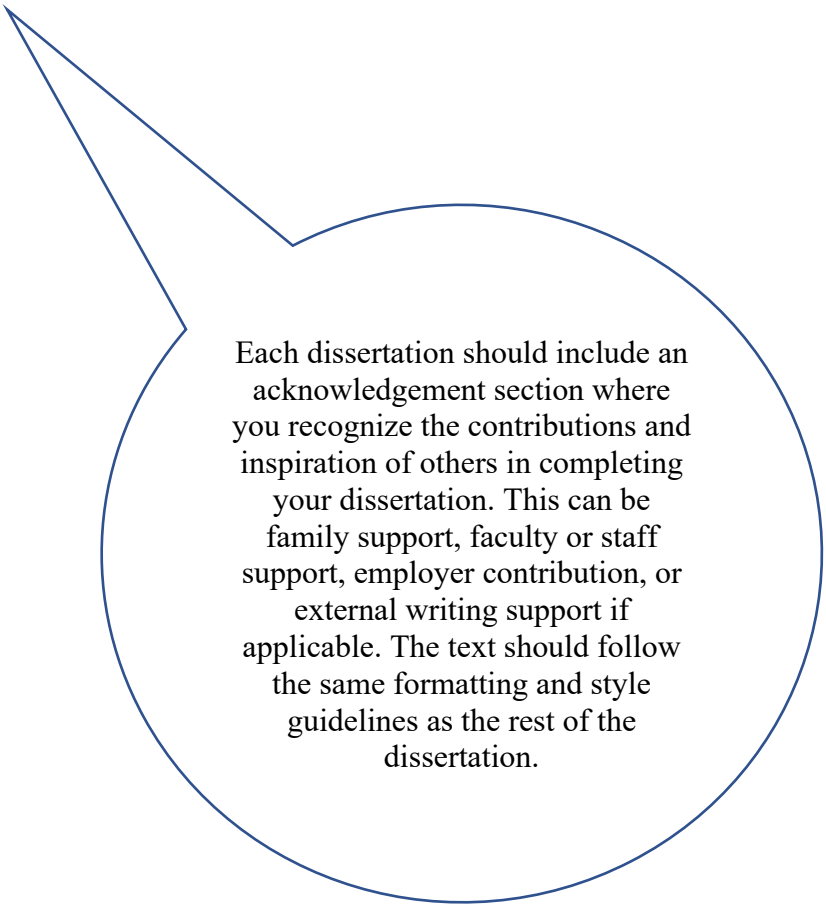
Dedication

The dedication page is optional; if you do not need/want a dedication, you can delate this from your preliminary pages.



Acknowledgments

The acknowledgements page is not optional; you will need to provide acknowledgement for any significant source of assistance you've received (i.e., faculty, family, writing support, etc.)



Abstract

The one-page abstract should be written as a block paragraph. It is located first within the dissertation but if often written last. The abstract should provide an overview of your entire study, including results.

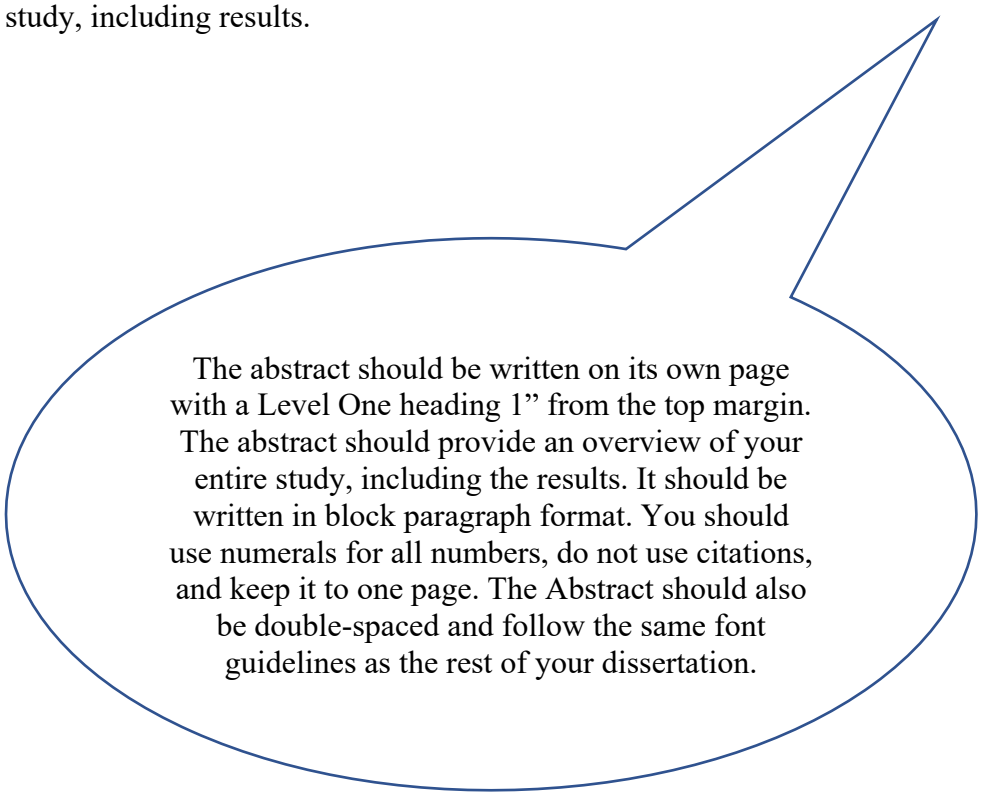


Table of Contents

Dedication 1
Acknowledgements 1
Abstract 1
Chapter I: Introduction 1
- Background of the Problem ..... ?
- Statement of the Problem ..... ?
- Purpose of the Study ..... ?
- Research Questions and Hypotheses ..... ?
- Theoretical and/or Conceptual Framework ..... ?
- Methodology Overview ..... ?
- Delimitations and Limitations ..... ?
- Definition of Terms ..... ?
- Significance of the Study ..... ?
- Summary ..... ?

Chapter II: Literature Review ..... ?
- Introduction ..... ?
- Theoretical and/or Conceptual Fra ..... ?
- Historical Overview ..... ?
- Topic A ..... ?
  - Subtopic 1 ..... ?
  - Subtopic 2 ..... ?
- Topic B ..... ?
  - Subtopic 1 ..... ?
  - Subtopic 2 ..... ?
- Topic C ..... ?
  - Subtopic 1 ..... ?
  - Subtopic 2 ..... ?
- Summary ..... ?

Chapter III: Methodology ..... ?
- Introduction ..... ?
- Research Design ..... ?
- Role of the Researcher ..... ?
- Participants ..... ?
- Instrumentation ..... ?
- Intervention (if applicable) ..... ?
- Data Collection ..... ?
- Data Analysis ..... ?
- Summary ..... ?

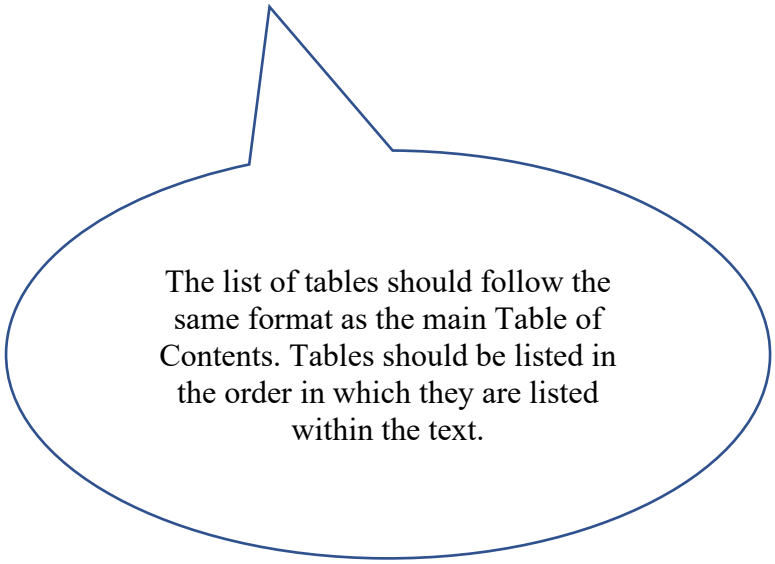
Chapter IV: Results ..... ?
- Introduction ..... ?
- Participants ..... ?
- Findings ..... ?
  - Research Question 1 ..... ?
  - Research Question 2 ..... ?

The Table of Contents should be single spaced with Level One Headings Left Justified and each subsequent level indented as shown. Use the ruler guides at the top of your page to move the indentions of each entry.

Research Question 3 ..... ?
Summary ..... ?
Chapter V: Discussion
Summary of the Study ..... ?
Analysis of the Findings ..... ?
Limitations of the Study ..... ?
Recommendations for Future Research ..... ?
Implications of the Study ..... ?
Dissemination of the Findings (if applicable) ..... ?
Conclusion ..... ?
References ..... ?
Appendices ..... ?
Appendix A: Title of Appendix using Title Case ..... ?
Appendix B: Title of Appendix using Title Case ..... ?
Appendix C: Title of Appendix using Title Case ..... ?
Appendix D: Title of Appendix using Title Case ..... ?

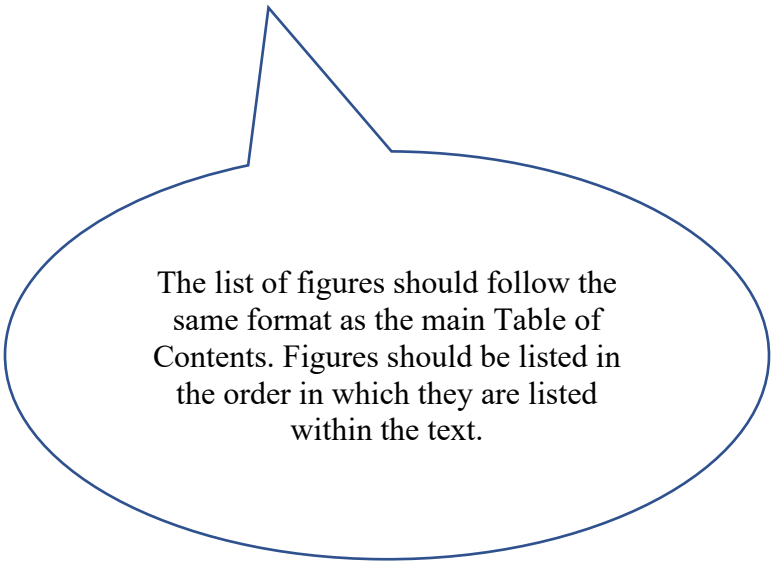
List of Tables

Table 1. Title of the Table.....?
Table 2. Title of the Table.....?
Table 3. Title of the Table.....?
Table 4. Title of the Table.....?



List of Figures

Figure 1. Caption for the figure .....?
Figure 2. Caption for the figure .....?
Figure 3. Caption for the figure .....?
Figure 4. Caption for the figure .....?
Figure 5. Caption for the figure .....?



Chapter I: Introduction

Chapter I serves as the introduction to your study. You will need to include a brief introductory paragraph and then, using APA Style Headings, continue with your Chapter I content. Please note that you will not use the heading "Introduction." Per APA style, the heading "Introduction" is not needed due to the placement of the content at the beginning of the chapter.

This template and the include headings are meant to serve as a guide. Please work with your chair and your committee to adjust the content and headings of your dissertation appropriately.

Background of the Problem

Statement of the Problem

Purpose of the Study

Research Questions or Hypothesis

Theoretical or Conceptual Framework

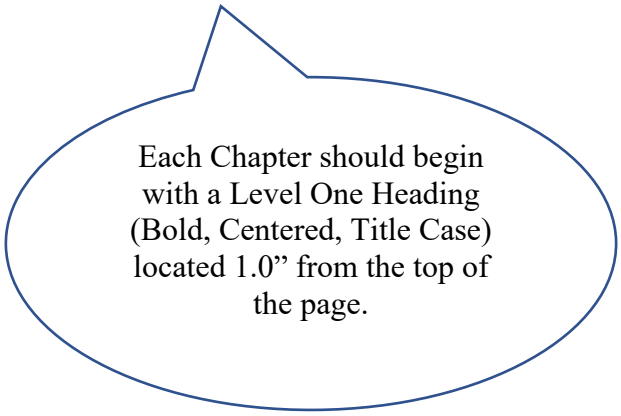
Methodology Overview

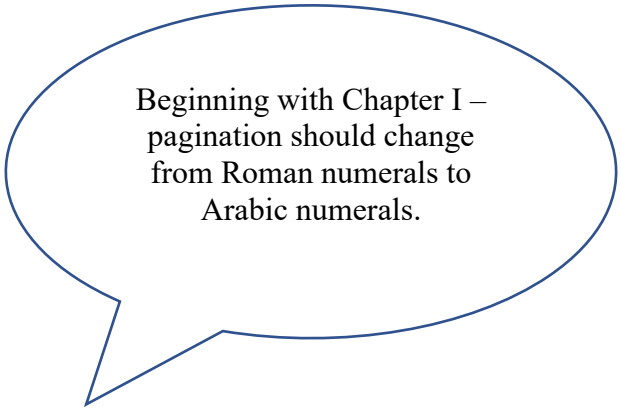
Delimitations and Limitations

Definition of Terms

Significance of the Study

Summary





Chapter II: Literature Review

Again, here you will include a brief introductory paragraph before delving into your literature review. The heading "introduction" is not needed.

Theoretical or Conceptual Framework

Historical Overview

Topic A

Subtopic A1

Be sure to follow the APA heading guidelines for the edition of APA your cohort is following. The heading levels changed between the 6th and 7th editions.

Subtopic A2

Topic B

Subtopic B1

Subtopic B2

Topic C

Subtopic C1

Subtopic C2

Summary

Chapter III: Methodology

Here, again, you will include a brief introductory paragraph before outlining your methodology. The heading “introduction” is not needed.

Research Design

Role of the Researcher

Participants

Instrumentation

Intervention (if applicable)

Data Collection

Data Analysis

Summary

Chapter IV: Results

Here, again, you will include your introductory paragraph before presenting your results. The term “introduction” is still not needed.

Participants

Findings

Research Question 1

Research Question 2

Research Question 3

Summary

Chapter V: Discussion

Again, you will include an introductory paragraph without the term “introduction” before beginning your discussion.

Summary of the Study

Limitations of the Study

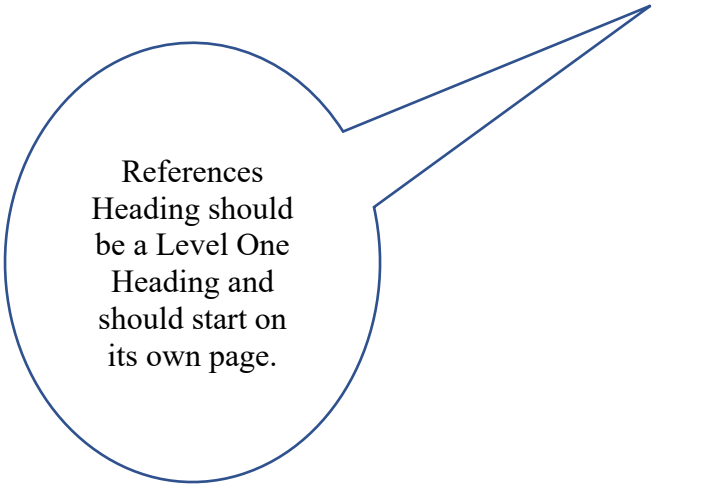
Recommendations for Future Study

Implications of the Study

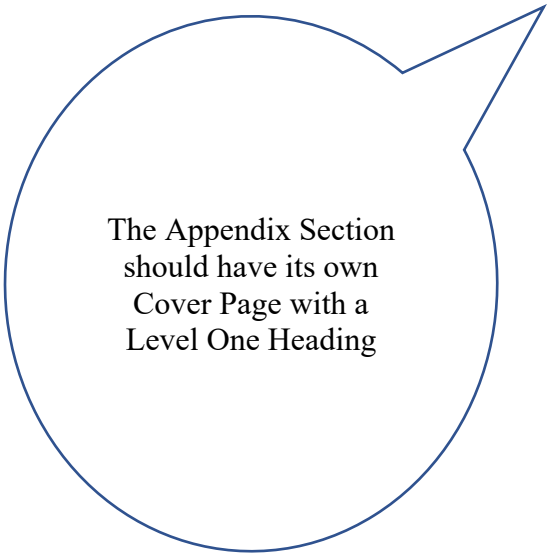
Dissemination of the Findings (if applicable)

Conclusion

References

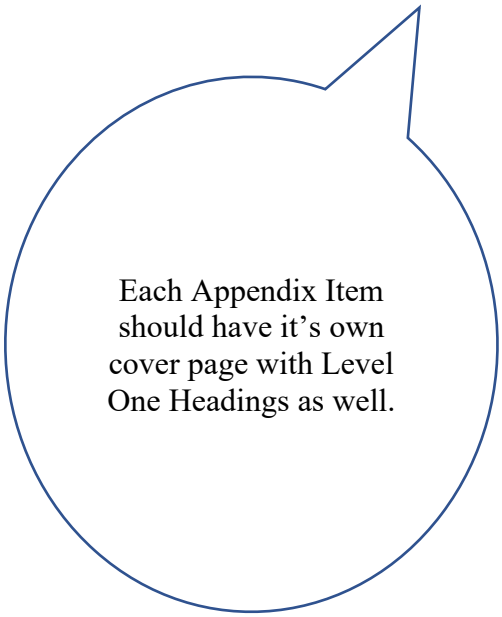

References Heading should be a Level One Heading and should start on its own page.

Appendices


The Appendix Section
should have its own
Cover Page with a
Level One Heading

Appendix A

Title of the Appendix using Title Case – Bold



Appendix A goes here – Repeat sequence for subsequent Appendices.

Appendix I: Dissertation Template

Dissertation Title

By Student's Full Name

This dissertation has been read and approved as fulfilling the partial requirement for the degree of Doctor of Education in Curriculum and Leadership

[Chair's Full Name] Chair	Jennifer M. Lovelace, PhD Director, Doctoral Program in Education
[Methodologist's Full Name] Methodologist	Brian Tyo, PhD Director, COEHP Graduate Studies
[Committee Member's Full Name] Committee Member	Deirdre Greer, PhD Dean, COEHP

Dissertation Title (Title Case - Bold)

by

Student's Full Name

A Dissertation
Submitted in Partial Fulfillment of
The Requirements for
The Degree of Doctor of Education
In Curriculum and Leadership
(Program Track in Title Case – Bold)

Columbus State University
Columbus, GA

Month and Year of Graduation

Copyright © Year, Student's Full Name. All rights reserved.

Dedication

The dedication page is optional; if you do not need/want a dedication, you can delate this from your preliminary pages.

Acknowledgments

The acknowledgements page is not optional; you will need to provide acknowledgement for any significant source of assistance you've received (i.e., faculty, family, writing support, etc.)

Abstract

The one-page abstract should be written as a block paragraph. It is located first within the dissertation but if often written last. The abstract should provide an overview of your entire study, including results.

Table of Contents

Dedication 1
Acknowledgements 1
Abstract 1
Chapter I: Introduction 1
- Background of the Problem ..... ?
- Statement of the Problem ..... ?
- Purpose of the Study ..... ?
- Research Questions and Hypotheses ..... ?
- Theoretical and/or Conceptual Framework ..... ?
- Methodology Overview ..... ?
- Delimitations and Limitations ..... ?
- Definition of Terms ..... ?
- Significance of the Study ..... ?
- Summary ..... ?

Chapter II: Literature Review ..... ?
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  - Subtopic 2 ..... ?
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  - Subtopic 1 ..... ?
  - Subtopic 2 ..... ?
- Topic C ..... ?
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  - Subtopic 2 ..... ?
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- Participants ..... ?
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- Data Collection ..... ?
- Data Analysis ..... ?
- Summary ..... ?

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- Introduction ..... ?
- Participants ..... ?
- Findings ..... ?
  - Research Question 1 ..... ?
  - Research Question 2 ..... ?

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Chapter I: Introduction

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Methodology Overview

Delimitations and Limitations

Definition of Terms

Significance of the Study

Summary

Chapter II: Literature Review

Again, here you will include a brief introductory paragraph before delving into your literature review. The heading "introduction" is not needed.

Theoretical or Conceptual Framework

Historical Overview

Topic A

Subtopic A1

Be sure to follow the APA heading guidelines for the edition of APA your cohort is following. The heading levels changed between the 6th and 7th editions.

Subtopic A2

Topic B

Subtopic B1

Subtopic B2

Topic C

Subtopic C1

Subtopic C2

Summary

Chapter III: Methodology

Here, again, you will include a brief introductory paragraph before outlining your methodology. The heading “introduction” is not needed.

Research Design

Role of the Researcher

Participants

Instrumentation

Intervention (if applicable)

Data Collection

Data Analysis

Summary

Chapter IV: Results

Here, again, you will include your introductory paragraph before presenting your results. The term “introduction” is still not needed.

Participants

Findings

Research Question 1

Research Question 2

Research Question 3

Summary

Chapter V: Discussion

Again, you will include an introductory paragraph without the term “introduction” before beginning your discussion.

Summary of the Study

Limitations of the Study

Recommendations for Future Study

Implications of the Study

Dissemination of the Findings (if applicable)

Conclusion

References

Appendices

Appendix A

Title of the Appendix using Title Case – Bold

Appendix A goes here – Repeat sequence for subsequent Appendices.

Appendix J: Application for Prospectus Defense

COLUMBUS STATE UNIVERSITY

Doctoral Office of Advising and Records
College of Education and Health Professions
3107 Frank Brown Hall
TEL: (706) 565-1447 FAX: (706) 565-1422

Application for Prospectus Defense

Name of EdD Student: _____

CSU ID Number of EdD Student: _____

Name of EdD Dissertation Committee Chair: _____

Date: _____ Time: _____ Preferred Location: _____

Title of Proposed Dissertation: _____

_____

Statement of the Problem: _____

_____

_____

_____

Overarching Research Question(s): _____

_____

_____

Proposed Research Design: _____

Proposed Data Collection Procedures: _____

_____

_____

_____

_____

_____

Proposed Data Analysis: _____

_____

_____

_____ _____

Signature of EdD Student Date

_____ _____

Signature of EdD Dissertation Committee Chair Date

This application must be received by Julia Burnett (burnett_julia@columbusstate.edu) two weeks before the scheduled event.
(*Note*: Defenses held outside of the designated term dates will be counted as completed in the following semester.)

(4/7/2020)

Appendix K: Prospectus Defense Template

Prospectus Defense PowerPoint Template

The primary purpose of this defense is to demonstrate your knowledge of the current empirical literature related to your problem.

This document was created for educational purposes. Students are encouraged to discuss the expectations for the defense presentation with the EdD Dissertation Committee.

Tips for Creating and Delivering an Effective Presentation

COLUMBUS STATE UNIVERSITY

1

Title of Prospectus

Student's Name

COLUMBUS STATE UNIVERSITY

2

Statement of the Problem

- The problem is….
- Evidence of the problem
- What the researcher wants to know

COLUMBUS STATE UNIVERSITY

3

Theoretical/Conceptual Framework

- Edit the heading to reflect whether you are using a theoretical and/or conceptual framework.
- Identify theoretical and/or conceptual framework.
- Components of the framework
- How the framework connects with your problem

COLUMBUS STATE UNIVERSITY

4

Review of Literature

- Historical/Legislative Background

COLUMBUS STATE UNIVERSITY

5

Review of Literature

- Main Point 1

COLUMBUS STATE UNIVERSITY

6

Review of Literature

- Main Point 2

COLUMBUS STATE UNIVERSITY

7

Review of Literature

- Main Point 3

COLUMBUS STATE UNIVERSITY

8

Review of Literature

- Main Point 4

COLUMBUS STATE UNIVERSITY

9

Summary of Literature

- What is known about the problem
- What is not known about the problem
- What gap(s) in the current empirical literature need to be filled
- How will your study fill those gap(s)

COLUMBUS STATE UNIVERSITY

10

Purpose of the Study

- The purpose of the study will be to …..

COLUMBUS STATE UNIVERSITY

11

Research Questions

1. What is…..?
2. What is…..?

COLUMBUS STATE UNIVERSITY

12

Methodology Overview

- Research Design
- Participants
- Measure(s)
- Intervention (if applicable)
- Data Collection
- Data Analysis

COLUMBUS STATE UNIVERSITY

13

Significance of the Study

- Potential knowledge within the field of education
- Potential contributions to educational practice and/or policy

COLUMBUS STATE UNIVERSITY

14

Questions?

COLUMBUS STATE UNIVERSITY

15

Appendix L: Application for Proposal Defense

COLUMBUS STATE UNIVERSITY

Doctoral Office of Advising and Records
College of Education and Health Professions
3107 Frank Brown Hall
TEL: (706) 565-1447 FAX: (706) 565-1422

Application for Proposal Defense

Name of EdD Student: _____

CSU ID Number of EdD Student: _____

Name of EdD Dissertation Committee Chair: _____

Date: _____ Time: _____ Preferred Location: _____

Title of Proposed Dissertation: _____

_____

Statement of the Problem: _____

_____

_____

_____

Overarching Research Question(s): _____

_____

_____

Proposed Research Design: _____

Proposed Data Collection Procedures: _____

_____

_____

_____

_____

_____

Proposed Data Analysis: _____

_____

_____

_____ _____

Signature of EdD Student Date

_____ _____

Signature of EdD Dissertation Committee Chair Date

This application must be received by Julia Burnett (burnett_julia@columbusstate.edu) two weeks before the scheduled event.
(*Note*: Defenses held outside of the designated term dates will be counted as completed in the following semester.)

(4/7/2020)

Appendix M: Proposal Defense Template

Proposal Defense PowerPoint Template

The primary purpose of this defense is to propose methodology for answering your research questions.

This document was created for educational purposes. Students are encouraged to discuss the expectations for the defense presentation with the EdD Dissertation Committee.

Tips for Creating and Delivering an Effective Presentation

COLUMBUS STATE UNIVERSITY

1

Title of Proposal

Student's Name

COLUMBUS STATE UNIVERSITY

2

Statement of the Problem

- The problem is….
- Evidence of the problem

COLUMBUS STATE UNIVERSITY

3

Theoretical/Conceptual Framework

- Edit the heading to reflect whether you are using a theoretical and/or conceptual framework.
- Identify theoretical and/or conceptual framework.
- Components of the framework
- How the framework connects with your problem

COLUMBUS STATE UNIVERSITY

4

Summary of Literature

- What is known about the problem
- What is not known about the problem
- What gap(s) in the empirical literature need to be filled
- How will your study fill those gap(s)

COLUMBUS STATE UNIVERSITY

5

Purpose of the Study

- The purpose of the study will be to …..

COLUMBUS STATE UNIVERSITY

6

Research Questions/Hypotheses (if applicable)

1. What is…..?
   - H_o
   - H_a
2. What is…..?
   - H_o
   - H_a

- Add more slides if needed.

COLUMBUS STATE UNIVERSITY

7

Research Design

- Research design
- Justification for selecting that research design

COLUMBUS STATE UNIVERSITY

8

Participants

- Approximate number
- Characteristics
- Inclusion criteria
- Exclusion criteria (if applicable)

COLUMBUS STATE UNIVERSITY

9

Instrumentation

- Measure #1
  - Development
  - Validity
  - Reliability
    - Add more slides if needed.

COLUMBUS STATE UNIVERSITY

10

Instrumentation

- Measure #2
  - Development
  - Validity
  - Reliability
    - Add more slides if needed.

COLUMBUS STATE UNIVERSITY

11

Intervention

- Description
- Participants
- Procedures
  - Delete this slide if not applicable to your study.
  - Add more slides if needed.

COLUMBUS STATE UNIVERSITY

12

Data Collection

- Sequential data collection procedures
- Outline by different phases (if applicable)
  - Add more slides if needed.

COLUMBUS STATE UNIVERSITY

13

Data Analysis

- Sequential data analysis procedures
- Outline by different phases (if applicable)
- How validity and reliability will be established and/or how trustworthiness will be established
- Procedures for integrating the data (if applicable)
  - Add more slides as needed.

COLUMBUS STATE UNIVERSITY

14

Delimitations/Limitations

- The delimitations…..
- The limitations…..

COLUMBUS STATE UNIVERSITY

15

Significance of the Study

- Potential knowledge within the field of education
- Potential contributions to educational practice and/or policy

COLUMBUS STATE UNIVERSITY

16

Questions?

COLUMBUS STATE UNIVERSITY

17

Appendix N: Application for Final Defense

COLUMBUS STATE UNIVERSITY

Doctoral Office of Advising and Records
College of Education and Health Professions
3107 Frank Brown Hall
TEL: (706) 565-1447 FAX: (706) 565-1422

Application for Dissertation Defense

Name of EdD Student: _____

CSU ID Number of EdD Student: _____

Name of EdD Dissertation Committee Chair: _____

Date: _____ Time: _____ Preferred Location: _____

Title of Dissertation: _____

_____

Abstract: (Copy and paste the Abstract from the dissertation below.)

_____ _____

Signature of EdD Student Date

_____ _____

Signature of EdD Dissertation Committee Chair Date

This application must be received by Julia Burnett (burnett_julia@columbusstate.edu) two weeks before the scheduled event.
(*Note*: Defenses held outside of the designated term dates will be counted as completed in the following semester.)

(4/7/2020)

Appendix O: Final Defense Template

Final Dissertation Defense PowerPoint Template

The primary purpose of this defense is to present the findings, conclusions, and implications from your dissertation study.

This document was created for educational purposes. Students are encouraged to discuss the expectations for the defense presentation with the EdD Dissertation Committee.

Tips for Creating and Delivering an Effective Presentation

COLUMBUS STATE UNIVERSITY

1

Title of Final Dissertation

Student's Name

COLUMBUS STATE UNIVERSITY

2

Statement of the Problem

- The problem is….
- Evidence of the problem

COLUMBUS STATE UNIVERSITY

3

Purpose of the Study

- The purpose of the study will be to …..

COLUMBUS STATE UNIVERSITY

4

Research Questions/Hypotheses (if applicable)

1. What is…..?
   - H_o
   - H_a
2. What is…..?
   - H_o
   - H_a

- Add more slides if needed.

COLUMBUS STATE UNIVERSITY

5

Methodology

- Research Design
- Inclusion Criteria for Participants
- Measure(s)
- Intervention (if applicable)
- Data Collection
- Data Analysis
  - Add more slides if needed.

COLUMBUS STATE UNIVERSITY

6

Participants

- Actual number
- Response rate
- Attrition rate (if applicable)
- Demographics

COLUMBUS STATE UNIVERSITY

7

Results

- Research Question 1
  - Add more slides as needed.

COLUMBUS STATE UNIVERSITY

8

Results

- Research Question 2
  - Add more slides as needed.

COLUMBUS STATE UNIVERSITY

9

Analysis of the Findings

- Research Question 1
  - Confirm, disconfirm, or extend knowledge in the field of education
  - Connect the findings back to the empirical literature and theoretical/conceptual framework in Chapter II.
  - Add more slides as needed.

COLUMBUS STATE UNIVERSITY

10

Analysis of the Findings

- Research Question 2
  - Confirm, disconfirm, or extend knowledge in the field of education
  - Connect the findings back to the empirical literature and theoretical/conceptual framework in Chapter II.
  - Add more slides as needed.

COLUMBUS STATE UNIVERSITY

11

Limitations of the Study

- Limitations to generalizability and/or trustworthiness that arose from designing and conducting the study

COLUMBUS STATE UNIVERSITY

12

Recommendations for Future Research

- ....based on findings.
- ….based on limitations of the study.
- ….based on empirical literature from Chapter II.

COLUMBUS STATE UNIVERSITY

13

Implications of the Study

- Implications for the field of education
- Implications for educational practice and/or policy

COLUMBUS STATE UNIVERSITY

14

Conclusion

- “take away” from this study

COLUMBUS STATE UNIVERSITY

15

Questions?

COLUMBUS STATE UNIVERSITY

16