**Tennessee State University**

TENNESSEE
STATE UNIVERSITY

## Doctoral Student Handbook

## Department of Educational Administration

# 2016-2017

Name _____ T # _____

This handbook was developed by the following faculty members of the Department of Educational Leadership

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Doctoral Student Handbook | 2016-2017

TENNESSEE STATE UNIVERSITY

2016-2017

# TABLE OF CONTENTS

## LETTER FROM THE DEPARTMENT CHAIR

TENNESSEE
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*"Think, Work, Serve."*

Dear Doctoral Candidate,

Welcome to the Department of Educational Leadership! This department has long been dedicated to producing exceptional educational leaders. We are one of three departments in the College of Education. We offer three degree programs, which include the Masters of Education in Instructional Leadership (career and technical education, licensure and non-licensure), the Education Specialist in Instructional Leadership (licensure and non-licensure), and the Doctor of Education in Administration and Supervision (PreK-12 and Higher Education). Our department is located on the Main Campus in Clay Hall, Room 103. Faculty members are located on both the Avon Williams Campus and the Main Campus.

We are thrilled to have you at Tennessee State University and we hope your time is productive and rewarding. To help you effectively transition into your degree program, we have prepared this doctoral student handbook. This handbook contains information on admission policies, program policies, examinations, program requirements, academic advising, program planning, and procedures for dissertation research. Please make every effort to read this handbook carefully. Additionally, we recommend that you refer to the *Graduate School Catalog* for policies and procedures regarding graduate school. You can find this catalog at https://www.tnstate.edu/graduate/graduatecatalog.aspx. Please remember, it is the responsibility of the student to be familiar with the contents of this publication. These guidelines apply to all graduate students entering the department during the 2016-2017 academic school year. In addition, be sure to read department memos and announcements as they appear. All changes will be communicated first via your email, and second, via the department website. Please remember all major university communications is transmitted via MyTSU email.

2016-2017

As you review this handbook, please note that it is only a guide. Matriculation through this program could vary based upon individual schedules, personal responsibilities, and time spent completing the dissertation. Additionally, most of you will find the doctoral program is different from your previous educational endeavors. Unlike other educational endeavors, where the emphasis is on getting good grades and having a high GPA, the doctoral program includes a range of scholarly, applied, and professional activities that go well beyond what is produced in the classroom. Indeed, one of the greatest challenges of a doctoral student is in making the transition from thinking and behaving like a student to thinking and behaving like an educational professional. Students are expected to produce high quality work, whether in the classroom, in a research setting, or in the role of a teacher. Quality and effort will not only help contribute to your professional development and goals, but also better the program and the lives of those with whom you have contact.

Though we pride ourselves on having a collegial program made up of bright and caring individuals, we don't want you to get too comfortable here. Ultimately, you are here to acquire knowledge and skills so that you can function as an educational leader with three letters after your name (Ed.D.). Our program is designed so that you can complete your degree requirements leading to the Ed.D., in as few as three and a half years. If you enter the program with an Ed.S., you can complete in it as little as two and a half years. Motivation and hard work are the major determinants of whether you attain your degree. The faculty are here to help you do just that and will do everything they can to help you along the way.

Again, on behalf of the faculty and administration, I want to welcome you to Tennessee State University and look forward to getting to know you over the coming years!

Sincerely,

*Trinetia Respress*

Trinetia Respress, Ed,D,
 Department Head

Department of Educational Leadership

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# Navigating the Online Handbook

1.  Using the **TABLE OF CONTENTS**
    *   Open the .pdf document.
    *   Scroll through the *Table of Contents* to the desired topic or procedure.
    *   Hold cursor over link and click to go directly to the page containing the information.
    *   Click the "back" button to return.


2.  Using **BOOKMARKS**
    *   Open the .pdf document. You will see three (3) icons on the right-hand column of the screen:

        o   **Page Thumbnails**:  Go to specific pages using thumbnail images.

        o   **Bookmarks**:  Go to specific points of interest using bookmark links.

        o   **Attachment**s:  View file attachments.

    *   Click on the "Bookmarks" icon.  A menu resembling the Handbook *Table of Contents* will open along the right-hand side screen.

    *   Click the "+" symbol in front of each individual Section to display all procedures contained within that section.

    *   Click on the specific topic to go directly to the page containing that information.


3.  Using a **SEARCH WORD OR PHRASE**
    *   Open the .pdf document.
    *   Choose Edit" from the top menu bar.
    *   Scroll down and select "Advanced Search."
    *   A new screen will appear providing a space for a search word or phrase.
    *   Default:  in current document
    *   The word or phrase will be highlighted or appear in **boldprint** throughout the document.

4.  Using the **LIVE LINKS**
    *   You must be connected to the Internet
    *   Open the .pdf document.
    *   Hover over the desired "live" link within the text of the document**.**
    *   Click on "control" and the link.
    *   A new window will open with the new document or new browser.

# CHAPTER 1:  GENERAL INFORMATION

## 1.1:  What is the vision of the Department of Educational Leadership?

We strive to be a community of leaders who promote theory, practice, research, and technology to prepare life-long learners to be educational leaders operating successfully in a diverse society.

## 1.2:  What is the mission of the Department of Educational Leadership?

Our mission is to concentrate on capacity building in preparing competent educational leaders to apply knowledge, skills, and values to solve problems and foresee challenges to transform learning organizations to be responsive to the needs of society.

## 1.3:  What is the mission of the College of Education?

The mission of the [College of Education](#) (COE) is to prepare teachers, counselors, psychologists, and administrators to work effectively with schools and communities. Additionally, the College of Education provides all students with the technological skills, knowledge, and commitment to diversity necessary for the provision of global and community service, and demonstration of professional excellence.

## 1.4:  What are the student learning outcomes in the Ed.D. program in educational leadership?

1.4.1:  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

1.4.2:  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

1.4.3:  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

1.4.4:  Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

1.4.5: Candidates who complete the program are educational leaders who have the knowledge and ability to promote success of all students by acting with integrity, fairly, and in an ethical manner.

1.4.6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1.4.7: Internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

## 1.5: How can I contact EDLD Department Faculty Members?

EDAD Office Clay 103:  963-5450                    Dean's Office (Ms. Gordon):  963-5451

| NAME | EMAIL | PHONE (EXT) 615-963-xxxx | OFFICE LOCATION |
|---|---|---|---|
| Dr. Carole de Casal | cdecasal@tnstate.edu | 7355 | AWC  A-405 |
| Dr. Denise Dunbar | ddunbar@tnstate.edu | 5128 | Clay 104 |
| Dr. Eleni Coukos Elder | ecoukos@tnstate.edu | 7296 | AWC  A-404 |
| Dr. Janet Finch | jfinch@tnstate.edu | 7038 | AWC  L-401 |
| Dr. Kirmanj Gundi | kigundi@tnstate.edu | 2298 | Clay 108-B |
| Dr. Kimberly King-Jupiter | kkingjup@tnstate.edu | 5451 | Clay 118 |
| Dr. Robbie Melton | robbie.meton@tbr.edu | 615-740-5509 | Renaissance Center |
| Dr. Trinetia Respress Department Head, EDLD | trespress@tnstate.edu | 2299 | Clay103 |
| Dr. Karen Stevens | kstevens@tnstate.edu | 5448 | Clay 108-C |
| Dr. Eric Vogel | evogel@tnstate.edu | 5708 | AWC  A-403 |
| Dr. Jewell Winn | jwinn@tnstate.edu | 4977 | Crouch 102 |

## 1.6: What are the research interests of individual department faculty members?

### CAROLE DE CASAL, MBA, ED.D.

🖉 Legislative and State, National, and International Policies and Civil Rights

🖉 Social Justice for Disenfranchised and Traditionally Underserved Students

🖉 Immigration and Rights of Children who do not Speak English

🖉 School Leadership and Special Populations

### DENISE DUNBAR, ED.D.

🖉 School Culture and Climate

🖉 Vulnerable Students and Their Families

🖉 Leadership and Effective Schools

🖉 Legal Issues in Education

🖉 Educational Research Methods/Mixed Methods and Qualitative Research

🖉 Best Practices in Online Learning and Online Course Development

### ELENI COUKOS ELDER, ED.D.

🖉 Program Evaluation and Assessment

🖉 Leadership Development Through Action Learning and Action Research

🖉 Personality and Organizational Behavior

🖉 Knowledge Management Processes and Strategies Used in Research Universities.

### JANET FINCH, ED.D.

🖉 Generation X-ers and Professional Development

🖉 Women and Power/Leadership

🖉 Moral and Ethical Leadership

🖉 Challenges of At-Risk Students (Remedial/Developmental Programs)

🖉 Alternative Instructional Delivery Systems/Student Performance/Faculty Perspectives

### KIRMANJ GUNDI, ED.D.

- Impact of Leadership on Improving Education
- Law/Legal Rights and Responsibilities of Educators
- Brain-Based Learning
- Psychology and Learning
- Planning for Educational Change
- Effective Learning Environment

### KIMBERLY L. KING-JUPITER, PH.D.

- Examinations of the Relationship between Educational Equity and Race
- Class and Gender in K-12 and Higher Education Settings
- Faculty Development
- Issues of Governance and Accreditation Impacting HBCUs

### ROBBIE MELTON, ED.D.

- Mobilization in Higher Education
- Cultural Diversity
- Education of Students with Disabilities

### TRINETIA RESPRESS, ED.D.

- Educational Leadership
- At-risk Populations
- Juvenile Justice Education
- Disadvantaged Populations
- Achievement Gaps in Math Education

### KAREN STEVENS, ED.D.

- Leadership
- Cross-cultural Studies
- Creativity
- Team Building
- At-risk Students
- Gifted Students
- Theory to Practice: Does it work?

### ERIC VOGEL, PH.D.

- Higher Education Administration & Leadership
- Student Affairs Administration (Student Personnel Service Administration)
- Research Methodologies
- Higher Education Faculty/Curriculum Evaluation
- Diversity in Higher Education
- Community College Administration and Leadership
- Policy Planning And Development at the Board Level

### JEWELL WINN, ED.D.

- Academic Excellence in Learning
- Research and Teaching
- Student Development
- Local and Global Community Engagement
- Workforce Development

# CHAPTER 2:  ADMISSIONS POLICIES

## 2.1:  What are the admission policies to be accepted as a doctoral student into the EDLD Department?

To be admitted to the doctoral program in the Department of Educational Leadership (EDLD), you will have to meet the following requirements:

1.  A minimum Graduate Record Exam (GRE) score of 900 (Verbal and Quantitative combined), or minimum Miller Analogies Test (MAT) score of 402 are required for admission;
2.  A minimum GPA of 3.25 is required on the last degree, either Master's (M.Ed.) or Education Specialist (Ed.S.);
3.  No more than thirty (30) semester hours from an Ed.S. degree may be used toward the doctorate. The advisor and program coordinator will identify the appropriate Education Specialist credits to be transferred;
4.  An acceptable work experience record (Curriculum Vitae or Resume);
5.  Three (3) letters of recommendation indicating probable success in the program from professional sources;
6.  An acceptable score on writing sample; and
7.  An acceptable score on the interview.

The admissions committee will review and evaluate the entire academic and professional record in making the admission decision. Consideration will be given to: (a) previous graduate GPA, (b) GRE or MAT score, (c) other variables listed above.

## 2.2:  What are the deadlines for applications each year?

All applications materials must be submitted to the TSU Graduate School by the deadlines below.

Fall Semester         February 1st

## 2.3:  What is the application process?

All students desiring to enroll for graduate study in educational leadership must apply through the Office of the Dean of Graduate Studies and Research.  Admission to the Graduate School permits the applicant to enroll in graduate courses for which the applicant is prepared, but does not imply that the applicant will be approved for admission to a degree program or to candidacy for a graduate degree.

You may apply using a paper application or an on-line application at:

http://www.tnstate.edu/graduate/documents/Graduate_School_Application.pdf

All applicants, whether degree-seeking or not, must submit two official transcripts of all post-secondary work, including TSU, with the application. These transcripts must be obtained from the registrar of your college or university in sealed envelopes and sent in to complete your application.

All forms, inquiries, and correspondence regarding admission to the TSU Graduate School should be directed to:

**Office of Graduate Studies and Research**
Tennessee State University
330 10th Avenue North
Nashville, TN 37203
Phone: (615) 963-7371
Email: **gradschool@tnstate.edu.**

## 2.4:  How much is the application fee?

A non-refundable fee of $25.00 must be submitted at the time of application for admission to each degree. This fee is payable by check or money order made payable to Tennessee State University, or by credit card. No application will be processed unless accompanied by the application fee. Applicants for Readmission are not required to pay the fee unless seeking a higher degree.

## 2.5:  What are the admission requirements for international students?

In addition to other requirements, international students must submit evidence of English proficiency. The Educational Testing Service (ETS) should send results of the Test of English as a Foreign Language (TOEFL) to the Graduate School. If the applicant has a bachelor's degree from a U.S. institution, or from a country whose official language is English, TOEFL scores are not required. All international applicants are required to submit acceptable test scores (GRE, MAT, GMAT, etc.) to the Graduate School prior to admission. Applicants must also certify that financial arrangements for support have been made. International applicants must submit official transcripts or authorized school records with a listing of courses and grades received; applicants must furnish transcript(s) evaluated by an international educational credential agency.

## 2.6:  What are the other admission requirements?

In addition to completing the online application, potential candidates must submit his/her most recent graduate transcript with GPA score of 3.25, a minimum GRE score of 900 or  MAT score of 402, a Curriculum Vitae with supporting professional employment history, and a minimum of three recommendation letters.

## 2.7: After I have submitted all the application materials, what is the procedure for getting accepted into the Ed.D. program?

The admission materials for each of the prospective candidate will be evaluated by the TSU Graduate School. Then, the materials for those prospective candidates who have met the requirements will be sent to the Department of Educational Leadership Doctoral Screening Committee. This committee will review the materials of every potential candidate to ensure that each candidate has met the admission requirements.

Then, prospective candidates will be notified through email or a written letter sent by regular mail informing them about date/time and venue for the interview. Candidates will start by writing on a pre-prepared topic vis-à-vis education. Each student will have 30 minutes to complete the writing section. Next, the candidate will be interviewed by the department's doctoral program interviewing committee.

# CHAPTER 3: PROGRAM POLICIES

## 3.1: Am I required to enroll every semester after I have been admitted into the doctoral program?

Yes. Students must *commit* to attending consecutive semesters (fall, spring, summer) in order to complete the coursework and the dissertation in a timely fashion. Courses are listed in the order in which they are to be taken in the program.

Once students begin registering for EDAD 8100: Doctoral Dissertation, they must continue to register for EDAD 8100 every semester until the dissertation is completed. After the fifth registration, students register for Dissertation Continuation (section 35) at a reduced fee.

## 3.2: What is the department's policy on graduate transfer credits?

All transfer credits must (a) be evaluated by the Graduate School as graduate credits and (b) be approved by your program advisor, the department chairperson, the dean of the College of Education. All these courses must have been completed with grades of "B" or higher. Six (6) semester hours of graduate credit from another institution may be included in your program. These courses must be listed on your Program of Study and Transfer of Credit forms.

The number of courses you will be required to take in the Ed.D program is affected by the number of graduate credit hours you are able to transfer into the TSU doctoral program. Additionally, your program may also be influenced by the currency of the graduate hours you have taken. As an illustration, the last time you took graduate courses may have been in 1972. Those courses may be considered "too old," unless they are a part of an Ed.S degree program. The TSU Graduate School does not permit credit toward a graduate degree at TSU for any course which will be more than seven years old at the time of completing the program of study unless that course was a part of an Ed.S program.

Potential candidates who have earned graduate credit hours beyond the master's degree will be allowed to apply **a maximum of six hours credit** to the Doctor of Education degree. Credit for these six hours will be granted at the time the student advances to candidacy provided the hours are from a regionally accredited institution authorized to offer graduate work beyond the master's degree, the grade of "B" or above has been earned, and the hours are applicable to the student's Doctor of Education program. Credit will not be extended to include workshops, extension courses or short-term courses.

Those admitted to a doctoral degree program and who have been awarded the **Ed.S. degree from accredited institutions may be granted full credit for <u>a maximum of 30 hours</u> if the hours are applicable to student's program.** Potential candidates who have completed their Ed.S. degrees at other institutions must meet residency requirements and must take at least six semester hours of major area

courses at TSU. Those who transfer core courses from other institutions must have earned at least a B in each course. All post Master's Degree transfer hours (excluding the Ed.S.) applied to the doctoral degree must have been taken within the last ten (10) years.

### 3.3: What is the recommended course load for doctoral students each semester?

The recommended course load for students working full-time and taking classes part-time is six credit hours. Prospective candidates who have made arrangements to pursue studies on a full-time basis may take 12 hours per semester with the approval of the candidate's program advisor. Those awarded graduate assistantships must take at least nine hours per semester to fulfill the obligations of the assistantship.

### 3.4: What are the academic standards for letter grades in the doctoral program?

Grades of "C" or lower cannot count toward the doctoral degree, nor does the grade of "C" or lower meet eligibility requirements for the Qualifying or Comprehensive Examinations.

### 3.5: If I decide to change my major in the Ed.D. program, how do I do so?

If a student wishes to change from one major to another, both the current department and the prospective department must be aware of the possible change. The student who wishes to change majors must file with the TSU Graduate School "Change of Program" form that is available on the TSU Graduate School website. The form must be signed by the student, the student's program advisor, the EDLD chairperson, the Dean of the College of Education, and the Dean of the Graduate School.

After the "Change of Program" form is submitted and processed by the TSU Graduate School, it is forwarded to the appropriate department. An admission committee in that department reviews the request. If desired, an interview with the prospective candidate is arranged by the admission committee. After reviewing all materials the committee makes a recommendation concerning the requested change.

### 3.6: Is there a time limitation for the hours of graduate credit I earn at TSU?

Yes. Credits earned more than 10 years prior to the student's graduation cannot be applied toward meeting requirements for the doctoral degree. This limitation applies to all post-master's degree credit except the Educational Specialist degree hours of credit.

### 3.7: When am I eligible to be a doctoral candidate?

A prospective candidate is admitted to doctoral candidacy after the successfully passing the Qualifying Examination and submission of the Program of Study form with all the necessary approval signatures.

### 3.8:  What is the qualifying examination and when can I take it?

The Qualifying Examination is an assessment that is three hours in length and covers research methods, statistics, computer applications, and the major area of specialization.  Performance on the Qualifying Examination is assessed by the department's evaluation teams composed of faculty in the areas tested. Performance is assessed on a pass-fail basis. In the event of a failure, the evaluation team makes recommendations for remediation.

Excluding prerequisites, a doctoral candidate is eligible to take the Qualifying Examination after completing a minimum of 12 hours and a maximum of 21 hours (EDAD 6000, EDAD 7120 or EDCI 7120, and EDAD 7180 must be included in these hours) and maintaining a minimum grade point average of 3.0.

Prospective doctoral candidates who have completed 21 hours and have not taken the Qualifying Examination may not take additional courses, unless they are required prerequisites, without the written permission of the Dean of the College of Education. Courses taken without permission will not count in meeting degree requirements.

The student may take the Qualifying Examination a maximum of three times. If a prospective candidate does not pass the examination, the prospective candidate's doctoral program advisor may recommend that the student be permitted to prepare for re-examination. In this event, the student and program advisor, using the recommendations made by the department's evaluation team, will plan a program of study including independent study, additional course work, or both. A third failure of any portion of the examination will result in the student's dismissal from the doctoral program.

### 3.9:  How do I sign up for the qualifying exam and when is it offered?

The sign-up dates and actual test dates are printed in the TSU Graduate Catalog. The forms are in the Department of Educational Leadership office in Clay Hall, Room 103. The form must be signed by you, your program advisor, the department chair, and the Dean of the College of Education. Applicants are notified by mail regarding the time and place of the exam.

The qualifying exam is offered every term - Fall, Spring, and Summer.

### 3.10:  What is the comprehensive examination and when can I take it?

The Comprehensive Examination is a six hour written examination administered in three hour blocks on one Saturday. A candidate may not enroll in EDAD 8100 Dissertation until they have successfully passed the comprehensive examination. The comprehensive exam is offered every Fall, Spring, and Summer terms.  See Graduate School calendar for specific dates.

A doctoral candidate is eligible to take the Comprehensive Examination when the following criteria have been met:

a. Qualifying examination passed;
b. 75 percent of major field and 75 percent of electives have been completed;
c. All core requirements are completed;
d. Written approval from the candidate's academic advisor is received; and,
e. A 3.0 grade point average is maintained.

## 3.11:  Is there an opportunity to retake the comprehensive examination?

Yes. A student may take the Comprehensive Examination a maximum of three (3) times. In the event a doctoral candidate fails the Comprehensive Examination, or sections of it, the program advisor and department chair may recommend that the candidate be permitted to prepare for re-examination. In this event, the candidate and his or her program advisor will develop plan for remediation that may include registering for EDAD 8110, an independent study course, additional course work, or both. The student's credit hour requirements may thus be extended. A third failure by a candidate shall result in the student's dismissal from the doctoral program.

## 3.12:  May I bring notes with me to the qualifying and comprehensive examinations?

No. No books, notes, flash drives, electronic devices, phones, or materials other than pens are allowed in the examination room.

## 3.13:  Will I use a computer to type my responses to the qualifying and comprehensive examinations?

Yes. The examinations are administered in a computer lab on TSU campus.

## 3.14:  How long will it take to learn the results of my qualifying or comprehensive examinations?

You will be notified of the results of your exam as soon as possible, usually within one month. The TSU Graduate School will notify you in writing.

# CHAPTER 4: PROGRAM REQUIREMENTS

## 4.1: What are the areas of concentration in the doctoral program in administration?

There are two concentrations in the doctoral program in administration:

1. Prekindergarten – 12 Administration and
2. Higher Education Administration

## 4.2: What are the course requirements for each concentration?

For the concentration in **PreK-12 Administration** here are the requirements:

The degree requirements consist of the following:

- A minimum of sixty (60) semester hours of approved course work beyond the Master's degree;
- Twelve (12) semester hours in the general doctoral core;
- Thirty-six (36) semester hours in the major core;
- Six (6) semester hours of electives; and,
- Six to fifteen (6 plus) semester hours for the satisfactory completion of the doctoral dissertation.

Also required is the successful completion of a written comprehensive examination and residency of a minimum of 18 semester hours over a period of four semesters. All courses must be taken in order. Candidates must see their advisor prior to registering each semester. Grades of "C" or lower cannot count toward the doctoral degree, nor does the grade of "C" or lower meet the eligibility requirements for the Comprehensive Examinations. Courses with a "C" or lower must be retaken for a higher grade.

For the concentration in Higher Education Administration here are the requirements:

The doctoral degree in Administration and Supervision with a concentration in Higher Education Administration is designed to offer students the experience of advanced study and research in their field of specialization. Study at the doctoral level requires a high level of motivation, dedication, and persistence by students who are committed to improving: (1) their personal and professional goals, and (2) advancing knowledge in their chosen field of study through independent and high quality dissertation research.

## 4.3: What are the specific course requirements for the Prekindergarten-12 Administration concentration?

The concentration in Prekindergarten-12 Administration has a minimum requirement of 60 graduate credit hours. Here is a listing of courses for this concentration:

## EDAD Doctoral Core in PK-12 Administration - 12 Semester Hours

| | | | |
|------|------|------|---|
| EDAD | 6000 | Statistics | 3 |
| EDAD | 7040 | Leadership and Interpersonal Relations for Administrators | 3 |
| EDAD | 7120 | Advanced Research Methods of Educational Research | 3 |
| EDAD | 7180 | Statistical Analysis in Education II | 3 |

## Major Core for Concentration (36 Semester Hours)

| | | | |
|------|------|------|---|
| EDCI | 6300 | Multicultural Education | 3 |
| EDCI | 7000 | Foundations of Education | 3 |
| EDCI | 7450 | Learning Theory for Educators | 3 |
| EDAD | 7010 | Theory and Principles of Educational leadership | 3 |
| EDAD | 7070 | Planning for Educational Change | 3 |
| EDAD | 7150 | Advanced Legal Problems | 3 |
| EDAD | 7090 | Seminar in Administration and Supervision | 3 |
| EDAD | 7000 | Interdepartmental Doctoral Seminar | 3 |
| EDAD | 7030 | Qualitative-Naturalistic and Survey Research | 3 |

**Students must take or receive transfer credit for one of the following courses. (3 Hours)**

| | | | |
|------|------|------|---|
| EDAD | 7020 | Policy Implementation in EDAD | 3 |
| EDAD | 7060 | The Administration of Instructional Programs and Materials | 3 |
| EDAD | 7200 | School Personnel Administration | 3 |

**(CONTINUES)**

**Students must take or receive transfer credit for two of the following courses. (6 Hours)**

| | | | |
|---|---|---|---|
| EDAD | 7050 | Professional Negotiations | 3 |
| EDAD | 7280 | Financial Management and Administration | 3 |
| EDAD | 7300 | Communication for School Executives | 3 |

**Electives (six hours required)**

| | |
|---|---|
| Elective | 3 |
| Elective | 3 |

**Dissertation (6 plus required)**

| | | | |
|---|---|---|---|
| EDAD | 8100 | Dissertation Writing | 3 |
| EDAD | 8100 | Dissertation Writing | 3 |

## 4.4: What are the specific requirements for the Higher Education Administration concentration?

The Higher Education concentration is a minimum of 60 credit hours. Students accepted into the Ed.D. Higher Education Administration concentration on a full-time (9 hours) or part-time (6 hours) basis should follow the typical course sequence below. The Qualifying Exam must be taken by the end of the 4th Semester. Comprehensive Exams must be taken at the end of the 6th Semester.

The doctoral degree in Administration and Supervision with a concentration in Higher Education Administration is designed to offer students the experience of advanced study and research in their field of specialization. Study at the doctoral level requires a high level of motivation, dedication, and persistence by students who are committed to improving: (1) their personal and professional goals; and (2) advancing knowledge in their chosen field of study through independent and high quality dissertation research.

The degree requirements consist of the following:

- A minimum of sixty (60) semester hours of approved course work beyond the Master's degree;
- Twelve (12) semester hours in the general doctoral core;
- Thirty-three (33) semester hours in the major core;
- Nine (9) semester hours of electives; and,
- Six to fifteen (6 plus) semester hours for the satisfactory completion of the doctoral dissertation.

The other degree requirements include obtaining a passing score on both the written qualifying examination and comprehensive examination. There is also a residency requirement that is a minimum of 18 semester hours over a period of four semesters. All courses must be taken in order.

### EDAD General Doctoral Core in Higher Education Administration (12 Semester Hours)

| | | | | |
|---|---|---|---|---|
| EDAD | 6000 | Statistics | 3 |
| EDAD | 7040 | Leadership and Interpersonal Relations for Administrators | 3 |
| EDAD | 7120 | Advanced Research Methods of Educational Research | 3 |
| EDAD | 7180 | Statistical Analysis in Education II | 3 |

### Major Core for Concentration (36 Semester Hours)

| | | | | |
|---|---|---|---|---|
| EDAD | 7380 | Teaching Adult Education | 3 |
| EDAD | 7400 | Foundations of Higher Education | 3 |
| EDAD | 7410 | Diversity in Higher Education | 3 |
| EDAD | 7450 | Economics and Finance in Higher Education | 3 |
| EDAD | 7150 | Legal Aspects in Higher Education | 3 |
| EDAD | 6170 | Organization and Administration of Higher Education | 3 |
| EDAD | 7420 | Curriculum, Faculty, Students in Higher Education | 3 |
| EDAD | 7430 | Seminar in Higher Education | 3 |
| EDAD | 7440 | Practicum in Higher Education I | 3 |
| EDAD | 7441 | Practicum in Higher Education II | 3 |
| EDAD | 7442 | Practicum in Higher Education III | 3 |
| EDAD | 7449 | Marketing in Higher Education | 3 |
| AGSC | 6510 | Advanced Geospatial Information Systems | 3 |

**CONTINUES**

**Electives (six hours required)**

| | | | |
|---|---|---|---|
| Elective | | | 3 |
| Elective | | | 3 |
| Elective | | | 3 |

**Dissertation (6 plus required)**

| | | | |
|---|---|---|---|
| EDAD | 8100 | Dissertation Writing | 3 |
| EDAD | 8100 | Dissertation Writing | 3 |

# CHAPTER 5: ACADEMIC ADVISING AND PROGRAM PLANNING

## 5.1: What is involved in the process of planning my doctoral program?

The process leading to the doctorate is divided into several phases: coursework, qualifying exam, comprehensive exam, dissertation proposal, and final dissertation oral defense. Each step in the process is important; however completing the dissertation often proves to be the most challenging.

A doctoral degree is different from a Master's degree in many ways. One significant difference is the expectation that as you progress through your doctoral program, you are joining the scholarly community of our academic society.

More than just becoming knowledgeable by reading and taking classes, a doctoral student is one who is independent, inquisitive and curious about his/her field of study. The dissertation is an opportunity for you to actively contribute to the scholarship in your chosen field through original research that demonstrates proficiency, necessary to be a member of this community.

## 5.2: Who will I work with to plan my doctoral program?

During the student's first semester of enrollment, the Department chair appoints a departmental faculty person to serve as the student's **program advisor**. This person advises the student concerning programmatic requirements and planning the program of study.

## 5.3: When should my doctoral program be planned?

After you are formally admitted into the Ed.D program, contact your program advisor to arrange a meeting to discuss a tentative program of study. After you have passed the Qualifying Examination, your program of study will be formally submitted using the approved **"Program of Study"** form under the guidance of your program advisor.

## 5.4: On what basis should my doctoral program be planned?

Use the list of courses for your concentration that is located in this handbook and in the TSU Graduate School Catalog. These requirements will be largely determined by your academic background prior to entering the doctoral program.

## 5.5: When do I register for dissertation hours?

Doctoral candidates may register for dissertation hours (EDAD 8100) when they have received a passing score on both the Qualifying Examination and the Comprehensive Examination.

After the first enrollment in EDAD 8100, students shall continue to enroll in dissertation credit every semester until the dissertation is complete and accepted by the TSU Graduate School. When the student has accumulated the maximum number of dissertation credit hours (5 semesters) allowed for a given program, the student shall register for **EDAD 8100 Section 35: Dissertation Continuation** at a reduced fee.

Students who fail to register each semester must reapply for readmission since they will be considered to have terminated their program. Registration and verification of registration are the responsibilities of the student.

## 5.6: When will my formal Program of Study be approved?

After you have passed your Qualifying Examination, your program advisor will assist you in completing your **"Program of Study"** and submit the approved form. This **"Program of Study"** form will then be submitted for approval to the Department Chair of Educational Leadership, the Dean of the College of Education, and the Dean of the TSU Graduate School. A copy of this form will be placed in your department file and the TSU Graduate School. Keep a copy of the form for your records.

## 5.7: How will I make a change in my program?

If you need to add a course or possibly delete a course that cannot be scheduled, contact your program advisor. You should complete a "**Change of Program"** form available on the TSU Graduate School website. Work with your program advisor to make the necessary change.

# CHAPTER 6:  PROCEDURES FOR DISSERTATION RESEARCH

## 6.1:  Choosing a Dissertation Topic

### 6.1.1:  I don't know what to do first. Where do I begin?

Your first consideration is that your topic will need to have an **administrative or leadership application**. Within that framework, choosing your general topic of interest should not be too difficult. Since your dissertation will require research, you might want to choose a subject that relates to work you are presently doing. In other words, let your present teaching or administrative work serve as a laboratory for your research.

As an illustration, if you are involved in the implementation of school improvement processes, you may want to research some aspect of this topic. If you are in the adult education area of educational leadership and you are presently teaching English as a Second Language classes or administering an English as a Second Language program and will do so for several years more, consider topics related to teaching English as a Second Language.

You may also decide on a topic by reading the dissertations on various topics related to educational leadership. Discussions with your classmates and/or professors often provide the spark of an idea.The **University Council for Educational leadership** is a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. They fulfill this purpose by:

- Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
- Improving the preparation and professional development of educational leaders and professors; and,
- Positively influencing local, state, and national educational policy.

An excellent resource available for EDLD doctoral students is the *members only* area of the UCEA website.  In this area you are provided access to the SAGE educational collection, which includes UCEA journals, as well as other governance information.

> login:  **UCEA**
> password: **Griffiths2014**

Once you have chosen a general topic, you may want to do some casual reading, using ERIC and other databases, to see what is available on your subject. Just reading the literature may give you an idea of what has already been thoroughly covered and what has not.

Many of your professors will require research papers or literature critiques in your courses. If possible, use this opportunity to review the literature related to your dissertation interest so that you "kill two birds with one stone."

You may have to refine and narrow your topic in order to make it a researchable problem.

## 6.1.2:  How do I narrow my topic?

Narrowing your topic may require some serious contemplation. One professor suggests that your proposal should be able to be condensed to one concise, clear question. For example: How do leadership styles of male and female high school principals differ?

Answer the following questions:

- Is this the type of problem that can be effectively solved through the process of research?
- Is the problem significant?
- Is the problem a new one?  (Your literature review will answer this.)
- Is research on the problem feasible?  Am I competent to plan and carry out a study of this type
- Are pertinent data accessible?
- Will I have the necessary financial resources to carry on this study?
- Will I have the time to complete the project?  Will I have the courage and determination to pursue the study in spite of the difficulties?

One professor suggests that you must be able to answer three questions about your research proposal affirmatively:

1. *Is it achievable?*
2. *Is it believable?*
3. *Is it measurable?*

While your research idea does not necessarily have to set the world on fire, it should set you aflame. You need to have more than enthusiasm for your research topic; you need passion, passion that will motivate and inspire you throughout the time it will take to complete the research and write the dissertation, a process that takes some students several years.

A dissertation is expected to be a unique contribution to the literature in your field. Ultimately it should make a difference. A dissertation is a scholarly inquiry that contributes to knowledge or practice in education. Students who are interested in careers as practitioners rather than careers in academia and leadership may analyze a significant problem of educational leadership. If your research is provocative enough, you will be able to generate articles and papers of interest to the academic community for some time after your doctorate is earned. You may be able to generate grants as well.

Consult with your chair and your committee members as you consider various ideas for your dissertation and subsequent research.

## 6.2: Choosing a Dissertation Committee Chair and Committee Members

### 6.2.1: When should I begin thinking about choosing my dissertation chairperson?

As you begin taking your doctoral courses, consider which professors you would like to ask to serve as your dissertation chairperson. You will not be able to officially form your dissertation committee until after you have passed your comprehensive examination, but you can begin the decision making process.

Chairing a dissertation requires considerable time, effort, and commitment on a faculty member's part and often leads to a lifelong relationship with the student. Dissertation chairpersons may publish with their dissertation students and often are instrumental in helping them develop their careers by writing references and supporting them in their job applications.

The Ed.D program tends to have large numbers of doctoral students and a small number of faculty members. Because of the significant time commitment, faculty members sometimes limit the number of student dissertations they chair. Deciding to chair a student's dissertation is based in part on the degree of compatibility between the student and faculty mentor, given the demands and intensity of the student-mentor relationship. Some students and faculty find it useful to document agreements related to goals, expectations, and feedback.

### 6.2.2: What qualities should I look for in the chairperson of my doctoral committee?

There are two types of desirable characteristics to look for: personal characteristics and professional characteristics. Since the relationship between you and your chairperson will be intense and fairly long-lived, it will be important that you are comfortable with this individual. Terms such as "mentor," "sponsor," and "counsel" are often used to describe the doctoral chair. One professor describes the chair as the "intellectual parent" of the doctoral student.

The relationship you have with your chair should be one of trust. For example, your chair will advise you when he or she feels that the dissertation is ready to be reviewed by the rest of your committee.

Your chair should have credentials or strong interest in your area of study. For example, if you are interested in a dissertation topic on school climate or culture, you may want a chairing professor who has a record of research on effective schools and school climate or school culture. In this way,

your chair can guide you to appropriate resources. If your chair does not have background in your particular research topic, he or she should nevertheless be a good resource guide.

Your chairperson should have strong people skills. You may have to rely on your chair to mediate differences between other members of your doctoral committee and to provide encouragement to you during the dissertation proposal stages all the way through your final defense.

Your chair should take an interest in you as a student and as a person and have an active involvement in your goals. In some cases, you may wish to find someone who has sensitivity to your background, your gender, and your personal problems, if any.

### 6.2.3: How will I know if my chairperson will be a mentor?

Doctoral students suggest that you should take a number of courses from different professors and think about which of them you would like to work with as the chairperson of your committee. It is wise to take courses with as many professors as possible before you decide which one you will ask to serve as your chair. As a student working with professors, you will gain insight not only into their personal side but also into their professional background and interests.

### 6.2.4: How should I approach a faculty member about becoming the chair of my committee?

Consider several professors to be your chair. Research the professors' backgrounds and read their research. Evaluate whether a professor's research interests reflect your own. Ask the professors how many other doctoral students they are advising and if they are willing and able to accept additional dissertation committee assignments.

The prospective chair may ask questions about your background, your expectations, and your willingness to work hard. If the professor senses that you will not be persistent, he or she may not want to make the investment of time in becoming your chair. Common research interests are a real plus.

### 6.2.5: Could a chair be assigned to me?

Yes. It is possible that the department may from time to time assign chairs due to faculty workload. Every effort will be made to provide a compatible chair.

### 6.2.6: Do I have to know the subject of my dissertation before I talk with faculty members about being part of my dissertation committee?

No. You may not have even started to think about your dissertation topic this early, although it will be beneficial if you have. However, professors may ask you about your potential interests. Remember, the chair does not have to have expertise in your dissertation topic.

Your chair will be interested, however, in the magnitude of your subject: that is, will your work have the potential to be read outside of the TSU library? Does it have publication potential?

### 6.2.7: Once I have made a decision on a chair, is it irrevocable?

No, but changes are rare and are usually based on a major change in dissertation topic or methodology.

### 6.2.8: How do I formalize my choice of dissertation committee members?

First, formalize who will serve as your chairperson. Ask the professor of your choice if he or she will serve as your chair. Once the two of you have decided on your committee, the **Dissertation Committee Membership** form will be prepared. You should get the signatures of all your committee members on this form.

### 6.2.9: How many professors should be on my committee?

The usual committee size is four members, including the chair. Three of your committee members must be regular, full-time faculty members in the TSU Department of Educational Leadership. You will have one committee member from outside the Department of Educational Leadership. All members of your dissertation committee must be selected so that relevant emphasis of the dissertation or thesis topic is fully represented. All dissertation committee members MUST hold current Graduate Faculty Status.

### 6.2.10: Do all my committee members have to be professors in the Department of Educational Leadership?

No. You will have one committee member from outside the Department of Educational Leadership. You may consider as your outside committee member an individual from another department in the College of Education or another TSU faculty member who has been approved by the TSU Graduate Council to serve as dissertation committee members. If you select an individual who is

not a TSU faculty member, you will have to have your outside committee member submit the necessary forms to the Department chair who will submit the forms to the TSU Graduate Council for approval.

### 6.2.11: What overall characteristics should my committee have?

The dissertation committee should be diverse in its academic background, university status, and expertise. Qualities which should be represented are strong expertise in statistics and research design, background in your topic or specific methodology, and strong proofreading or editing skills. As far as you can ascertain, try to achieve a balance of personalities and skills on the committee. Your chair may have helpful recommendations.

Agreeing to serve on a dissertation committee involves a variety of responsibilities to the doctoral student, the chair, the department and the field. Primarily, dissertation committee members provide consultation to the chair and to you. Sometimes you might feel the need to turn to committee members for assistance on issues that in reality should be worked out with the chair. Committee members generally will provide feedback as appropriate but also may refer you to your chairperson for further discussion. It is important to avoid expecting committee members to provide significant guidance and instruction or to do the work of the chairperson. If, for whatever reason, you are reluctant to go directly to your dissertation committee chair, and find yourself consistently seeking assistance from committee members, you should explore the situation with your department chair.

Dissertation committee members in the College of Education have different expectations about reviewing and editing proposals and final dissertations. It is very important to clarify these expectations with the chairperson and each committee member prior to beginning work on the dissertation. Some committee members want to be involved in all phases of editing the document. Others prefer to see only the final draft after the chairperson has made editorial corrections.

### 6.2.12: Who asks the dissertation committee members to serve on my committee?

The doctoral candidate should ask the committee members. It is your responsibility to ask each member to serve on your dissertation committee. Personally contact each the individuals that you and your chair have decided upon and ask them if they would be willing to serve.

### 6.2.13: What happens after I have selected the members of my committee?

Complete the **"Dissertation Committee Membership"** form and submit it to your dissertation chair for the signature and obtain the signatures from each of your committee members.

You will develop your dissertation proposal under the guidance of your dissertation chairperson. Discuss with your chairperson when you should ask your other committee members to review your proposal draft.

### 6.2.14:  What if I decide to change my committee later?

If a committee vacancy should occur, or if you have legitimate reasons for changing the composition of your committee, discuss the changes with your chairperson. If the chair agrees, the **"Change of Program"** form is completed and forwarded to your department chair, then to the College Dean, and finally to the Dean of Graduate Studies.

### 6.2.15:  How much time does it take to get feedback from my dissertation committee on my dissertation?

Dissertation committee members ordinarily are provided a minimum of three weeks (during which classes are in session) to review drafts, proposals and final dissertations. This time is needed for the committee to review the draft in detail prior to the proposal meeting or defense date. If the document is significantly flawed, the concerns are usually communicated to the chairperson and to you prior to a proposal hearing or final dissertation defense. This is to help you prepare for the concerns that will be raised during the dissertation defense. However, not all concerns or questions will be provided to you prior to the defense. There will be items that are only brought up during the defense.

It is, therefore, important to get feedback from your committee members about your proposal prior to your proposal defense. Send your final draft to each committee member at least a month before the proposal defense and follow up with a phone call or email to discuss your work. Issues or problems can be discussed prior to the formal proposal defense and the proposal can be revised before the defense and resubmitted to the committee members.

Dissertation committee members provide "quality control" over the dissertation process and research. **In some cases, it may be necessary to postpone the proposal meeting or dissertation defense if there are major problems**. This is an important responsibility of the committee. They may determine that the document is not ready to move forward. It is important to recognize the value of diverse opinions in the dissertation process; intellectual stimulation is dependent upon it. Constructive criticism and feedback are part of the process. Moreover, committee members have both the right and responsibility to raise objections and seek changes to a dissertation proposal or a completed dissertation that does not meet expectations of the field.

Several professors emphasized the importance of students taking the responsibility and initiative for their programs. Specifically, students are expected to know dissertation and graduation deadlines and are responsible for complying with all TSU guidelines and regulations. One professor suggested that a successful graduate student is one who "invites the committee's

intellectual investment" in the process. In other words, students who are informed and proactive are going to find the challenge of getting a doctorate less stressful.

## 6.3:  Developing the Dissertation Proposal

### 6.3.1:  What is a dissertation proposal?

A dissertation proposal is a cogent argument for your proposed study. It must convince the reader that the study will contribute to knowledge or practice in educational leadership. Your task is to show that this study is feasible, that it can be executed by you, and that it is worth doing.

### 6.3.2:  What should I include in my proposal?

How you write the proposal will be guided by the research methodologies chosen. All proposals, however, must include:

- Chapter I – The Introduction should include the statement of the problem, purpose of the study; the significance of the study, the definition of terms, limitations of the study, conceptual/theoretical framework, and the research questions.
- Chapter II – The Review of the Literature (The review of the literature should be aligned with your research questions/hypotheses.
- Chapter III – Methodology –research design, population, sample, instrumentation, data collection procedures, and data analysis.
- References

Be sure to logically connect the different parts of the proposal. A time table to help you and your committee plan ahead is strongly recommended. State the research problem clearly and make sure the research design is linked to the research question.

1. Do not simply summarize the literature; rather show how the literature relates to your research question.
2. Demonstrate how your study fits in the context of the literature.
3. Both quantitative and qualitative methodologies are appropriate for systematic, empirical research. Important to remember is that the research methodology must be well-suited to answer your questions. At this time in the dissertation process, the student dissertation chair should develop a **timeline**. See Appendix.

### 6.3.3: In what format or style is the research proposal written?

Follow the most recent American Psychological Association (APA) style manual.

### 6.3.4:  Who approves my proposal?

Your full dissertation committee must approve the proposal and you must have approval by the TSU Institutional Review Board (IRB) **before you begin collecting your data**. Your IRB form

should be completed after your dissertation proposal has been approved. Talk with your dissertation chair about the proposal development process and the level of interaction you should have with your committee.

The purpose of submitting your proposal to your committee is to have a thorough review of your proposal. Be prepared to make all the suggested improvements to your proposal.

Once the committee has approved your proposal, be sure the **"Approval of Dissertation Proposal"** form has been signed and submitted to the Department. Do not begin collecting your data until your full committee approves of your proposal, signs the **"Approval of Dissertation**

**Proposal"** form, and you have the approval of TSU's IRB. The **"Approval of Dissertation Proposal"** form research must also be signed department chair and the dean and then sent to the Graduate School.

### 6.3.5: What is the Institutional Review Board (IRB) Approval?

The Institutional Review Board (IRB) is a university committee that reviews all faculty and student research projects conducted at TSU involving human subjects. Prior to any data collection, all research studies involving human subjects must be approved in accordance with guidelines and procedures available on the TSU Office of Sponsored Research Web Site: www.tnstate.edu/research. The first step in this process is to go online at http://phrp.nihtraining.com/users/login.php and complete an online training session via the **NIH Protecting Human Subject Research Participants** tutorial.

- Complete the IRB application (see appendix for hardcopy and link to the electronic form)
- Attach the certificate that you receive from the NIH tutorial to your IRB application
- Attach any surveys, instruments, interview protocols, consent forms, etc. to IRB application
- Get your dissertation chair's signature and submit to the packet to the Office of Sponsored Research
- **REMEMBER**: You **may not collect any data** until you have approval from the IRB committee.
- SAVE the .pdf approval letter from the IRB committee for an appendix in your dissertation.

### 6.3.6: Is the dissertation proposal presented in oral form and in written form?

Yes, you should be prepared to orally present your dissertation (20-minute oral presentation) during a formal meeting with your full dissertation committee. This meeting lasts approximately 90 minutes and is customarily open to all faculty and students.

## 6.4: Writing the Complete Dissertation

### 6.4.1: Where do I begin?

Where you begin writing your dissertation depends on a number of variables: (a) your time constraints; (b) writing ability; (c) computer literacy; (d) familiarity with the topic; and (e) your motivation.

The Academic Computing Lab has computers and printers available for student use. If you do not own a computer, you may also be able to lease a computer set-up or get a student discount on a computer purchase from various vendors.

### 6.4.2: What are the parts of the complete dissertation?

Your dissertation should include the following eight components:

1. Title page
2. Abstract (*not included with proposal*)
3. Introduction (Chapter I)
4. Review of the Literature (Chapter II)       **PROPOSAL**
5. Methodology (Chapter III)

**AFTER DATA COLLECTION**

6. Results (Chapter IV)
7. Summary, Conclusions, and Recommendations (Chapter V)
8. References

### 6.4.3: In what format should I submit my dissertation for review?

The Department strongly recommends that you submit high quality drafts that are thoroughly proofread. Remember, at this early point in the writing process, you want feedback from as many individuals who will provide you with guidance. Giving your chair and committee readable, intelligent copy early in the process is likely to make substantial revisions later in the process unnecessary. Use APA format consistently throughout the document.

You may also choose to hire an editor for the preparation of your drafts. While this may be expensive, experienced editors can assist you in the formatting of your document and provide some editorial assistance. Understand, however, that it is the responsibility of the student, not the editor, to make sure that the text is prepared in accordance with TSU Graduate School standards. Please contact the Educational leadership office for a current list of editors.

### 6.4.4:  How should I handle submitting revisions of my work to my chair and committee members?

Consult with your dissertation chair. When you do send out revisions of your paper, be sure to submit your revised copy along with the earlier copy so that your professors can easily locate the revision that they have requested. You should allow your committee at least two weeks for each submission.

### 6.4.5:  When is the deadline each term to defend my proposal?

In the Fall Semester, you should defend your proposal no later than the Second Friday in November. For the Spring Semester, plan to defend your proposal no later than the second Friday in April. Since the Summer Term is short, you should plan to defend your proposal the last Friday in June.

## 6.5:  Obtaining Final Approval for the Dissertation

### 6.5.1:  How should I obtain approval for the drafts of my dissertation?

Generally, the draft of the dissertation is submitted to the student's dissertation chairperson who will make recommendations for revisions. The chairperson will recommend when the draft should be submitted to the other dissertation committee members for review. You may have to make several--perhaps many--revisions before your chairperson tells you that it is ready for other committee members to review.

Some chairs permit and even suggest that the student submit the dissertation in whole or in parts to other members of the committee to get their suggestions for improvement as well. However, you should contact your dissertation committee members to find out if they are willing to review each section or if they prefer to review the completed proposal or dissertation. Some chairs would rather wait until the whole document is ready before it is submitted to the rest of the committee. Your chair may also strongly urge you to get a professional editor and/or typing assistance at some point in the process. An updated list of professional editors and statisticians can be obtained from the Department Chair's office—Clay Hall 103, 963-5450.

If there is a disagreement regarding the revisions among your committee members, consult with your chair. Generally, the chair is considered the arbiter of all matters regarding content.

### 6.5.2:  What is a reasonable turn-around time for the chair and committee members to read my dissertation draft before my proposal defense?

Depending on your committee members' individual workloads, for a rough draft, you can normally expect a faculty member to read your work within **two weeks**. However, please note:  **No draft**

**shall be disseminated to other committee members** until the chair is satisfied with quality of the proposal and confident that it and you are ready to move forward. You will be expected to provide each committee member with a **hardcopy of your proposal draft**; some members may want an electronic copy as well.

### 6.5.3: When and how do I schedule my final dissertation defense?

Your chair will advise you when you are ready for your defense. Once your chair has given you permission to schedule your defense, determine the date, time, and location. Contact each of your committee members to discover if that date and time work for them.

### 6.5.4: When is the deadline each term to defend my dissertation?

Specific deadlines for final dissertations are determined each year and are published in the TSU Graduate Catalog. The rule of thumb is that for the Fall Semester, you should defend your dissertation by the first Friday in November. For the Spring Semester, plan to defend your dissertation by the first Friday in April. For the Summer Term, you should plan to defend your dissertation by the last Friday in July.

### 6.5.5: How do I prepare for the final defense?

At least six weeks before your defense date, you should have your complete dissertation ready for your committee, so the final draft can be developed. Contact each of your committee members and let them know that you are working on your final draft and that it is ready for review, and you will send them a copy. Incorporate the suggested comments into your final draft. Ask your committee members if they would like print copy or electronic copy. Three weeks before the scheduled defense date, deliver to campus (or mail) a hard copy of your final draft to each of your dissertation committee members.

Develop your 20-minute oral presentation for your committee members. Spend time rehearsing your presentation. Be prepared to give a 20-minute oral presentation of your study, the results, and recommendations.

### 6.5.6: Who attends at the final defense?

Your committee members and other interested individuals attend your final defense.

### 6.5.7: May anyone else attend the final defense?

Attendance is open. You may want to invite the Educational Leadership faculty and other students by posting a notice in the department. By the way, attending someone else's defense is good preparation for your own.

### 6.5.8: What should I bring to the dissertation final defense?

Get to your defense meeting early to make sure the room is set up the way you want it.

Bring extra copies of your dissertation, handouts of your presentation, your data, and instruments in case questions arise. You should also bring your dissertation's signature page and the Oral Defense Approval Form. See Appendix.6.5.9: What is the format of the final defense?

Once you have given your oral presentation of your study, the results, conclusions, and recommendations, the defense becomes a roundtable discussion. The committee may have questions about the contents of your dissertation and there may be suggestions for revisions. You may be asked how you plan to disseminate or distribute the results of your study.

### 6.5.10: How long is the defense?

Your final dissertation defense should last approximately 90 minutes.

### 6.5.11: What will happen after the committee is finished asking questions or discussing my dissertation?

Traditionally, the candidate is asked to leave the room for a few minutes (it may seem longer) to discuss any revisions that have to be made. The committee may decide that another defense is necessary at a later time. At the end of the defense, the candidate may be told that his/her defense has been successful but there are some revisions that must be made to the dissertation before it is submitted to the Department Chair. The committee may recommend that once the changes have been made, only the chair will have to approve the dissertation. In that case, the committee will not have to meet again. Committee members may then sign off on your dissertation's signature page.

### 6.5.12: What happens next?

Once all your revisions have been made, make sure all the appropriate signatures are on the signature page of your dissertation and submit it to the Department Chair. The Department Chair may also request revisions before you submit the dissertation to the Dean of the College of Education. The signature of the Dean of the College of Education is required before submitting it to the Dean of the Graduate School.

### 6.5.13: After my final dissertation defense, what do I need to do to finalize my dissertation and graduate?

Refer to the "**Guidelines for the Preparation of Theses and Dissertations"** for all requirements established by the Graduate School. Adhere to all dissertation defense and submission deadlines posted on the Graduate School Calendar located on the Graduate School website.

Read and complete the following documents:

1. Steps in Completing Theses and Dissertations
2. Electronic Theses and Dissertations Checklist
3. Survey of Earned Doctorates

Thoroughly read the Steps in Completing Theses and Dissertations and Electronic Theses and Dissertations Checklist are designed to walk you through all the necessary steps for completing and submitting your electronic transmission of dissertation.

### 6.5.14: How and when do I submit the electronic transmission of dissertation (ETD) to the TSU Graduate School?

Check the TSU Graduate School website for detailed information on the electronic transmission of dissertation. Do not begin the electronic submission process until you have met all the requirements on the Electronic Theses and Dissertations Checklist. ETD submission is restricted to defended and approved manuscripts. To start the electronic submission process, go to the following address: http://dissertations.umi.com/tnstate/

# APPENDICES

## Time Line for Completion of Dissertation

With a year's calendar, work out the following dates to get a realistic assessment of the time required to complete your final project.  Check Graduate Calendar for deadlines.

Anticipated Date of Graduation_____

Electronic copy uploaded to ETD / signature page and checklist deposited in Graduate School _____

Final revisions due to Advisor _____

Dissertation Defense  _____

Time for committee to read paper_____

       (Allow at least three weeks here)

Date for editor to complete manuscript_____

Date for Advisor's revisions to be done_____

       (Allow two weeks here)

Time frame for Advisor to read and approve_____

       (Count on at least two weeks here.  Be sure Advisor is in town, summer happens)

Date for writing final draft to be completed_____

Date for data to be collected and research to be completed _____

Date for topic approval or proposal to be accepted_____

**Suggestions**

1. Build in some "disaster time" particularly toward the end:  computer breaks down; typist breaks fingers; health problems, unexpected job responsibilities, or family demands occur; the dog eats your research data; manuscript gets stolen. (The list is endless).  Two weeks grace at the end will solve most of these.
2. Set a realistic work schedule.  Shorter hours done faithfully are better than "saturation" schedules.  Give yourself some rest and time away from the project.

  **Remember to check graduate calendar…..**

| Approximate Deadlines | Fall  2016 | Spring 2017 | Summer 2017 |
|---|---|---|---|
| Apply for graduation | TBD | TBD | TBD |
| Last day to defend | November 2nd | March 29th | July 11th |
| Last day for electronic submission | November 16th | April 12th | July 25th |

**TENNESSEE STATE UNIVERSITY**

# HUMAN SUBJECTS COMMITTEE

*RESEARCH PROPOSAL FORM*

--------------------------------------------------------------------------------------------------------------------------

*This proposal is: (check where applicable)*

*Dissertation Research: _____*    *Grant Proposal: _____*    *Funding Agency: _____*

*Master's Thesis Research: _____*    *Faculty Research: _____*

*Undergraduate Research: _____*    *Other: _____*

--------------------------------------------------------------------------------------------------------------------------

*IDENTIFICATION INFORMATION:  (Complete all items. Use "N/A" if necessary).*

1.      *Title of Proposal: _____*

2.      *Date:      _____*

3.      *Principal Researcher: _____*    *E-mail Address:_____*

         *Department: _____*

4.      *Your Address:      _____*

                                     *_____*

5.      *Telephone Number: _____*

6.      *Other Researchers: _____*

7.      *Faculty Advisor (if applicable):      _____*    *E-mail- Address:_____*

8.      *Former Title of Proposal (if applicable):      _____*

9.      *Identify any other previous committee reviews, dates and results: _____*

         *_____*

10.     *This proposal is:*              ___ *New*              ___*An Amendment*

         *Yearly Progress Report for Previously Approved Project (only include proposed changes.  Sub-Study Under an Umbrella (e.g. Research Center, Training, Grant, etc…)*

**Revised 13 Jul 2005**

# THE COMMITTEE FOR THE PROTECTION OF RIGHTS AND WELFARE HAVE HUMAN SUBJECTS INVOLVED IN RESEARCH

*GENERAL INFORMATION*

## *BACKGROUND*

The Department of Health and Human Services (DHHS) has issued guidelines to institutions doing research involving the use of human subjects and/or data collected from human subjects. Among other matters, these guidelines (45 CFR 46) are concerned with the protection of confidentiality of data and protection against physical, psychological, social and legal risks. It is the policy of Tennessee State University that all research involving human subjects, whether federally funded or not, must be reviewed for adherence to the guidelines. Research projects may not be initiated until and unless the project is approved under these guidelines.

All individuals conducting or supervising human subject research (e.g., PIs, department chairs, research administrators) should obtain copies of and review three documents available on the Research and Sponsored Programs website -1) Assurance of Compliance with HHS Regulations for Protection of Research Subjects, Tennessee State University; 2) Code of Federal Regulations (45 CFR 46), Protection of Human Subjects; 3) Ethical Principles and Guidelines for Protection of Human Subjects of Research (the "Belmont Report"). In addition, all individuals conducting research using human subjects must complete the mandatory training program referenced on the website (Mandatory Training for Researchers using Human Subjects). Supervisors of dissertations, theses, and student projects should apprise students of the TSU human subjects in research policies and procedures, and ensure that they also complete the mandatory training for human subjects in research as referenced above.

## *OUTLINE OF PROCEDURES*

The following is summary of procedures to be followed for all proposals for research projects (Senior Projects, Theses, Dissertations, funded and non-funded faculty research) involving human subjects.

1.  Research investigators (including faculty and students) shall prepare a complete description of the proposed research, including provision for thee adequate protection of rights and welfare of prospective research subjects. Samples of the proposed Informed Consent Form must be included. Use the attached "Research

Proposal Form". Additional copies are available in the Office of Research and Sponsored Programs, Agricultural Research and Extension, room 114.

2.  Department chairs through appropriate procedures established within their respective departments are responsible for reviewing research protocols for ethical considerations and scientific merit.  A preliminary determination shall be made as to whether the research is in the "Exempt" category.  The categories of research that may be exempt from review by the Committee for the Protection of Rights and Welfare of Human Subjects Involved in Research include:
    a)  Research involving normal educational practices
    b)  Research involving standard educational tests or assessment instruments
    c)  Survey research
    d)  Observational Research
    e)  Research involving existing data
    f)  Research involving programs of the Department of Health and Human Services.

3.  All approved protocols shall be submitted by the Department chair to the Office of Sponsored Research, which will make a final determination whether a protocol qualifies for exemption.  All nonexempt research protocols will be forwarded to the Institutional Review Board (The committee for the Protection of Rights and Welfare of Human Subjects Involved in Research).

4.  The Committee shall review all nonexempt protocols, and have the authority to approve, require modification in or disapprove all research activities.  The Committee shall approve research if:
    a.  the risks to subjects are minimized;
    b.  risks to subjects are reasonable in relation to anticipated benefits to subjects and the importance of knowledge expected in result;
    c.  selection of subjects is equitable;
    d.  informed consent will be sought from each prospective subject, when appropriate;
    e.  there are adequate provisions to protect the confidentiality of data;

5.  Basic Elements of Informed Consent as requested on the Research Proposal Form (to be written in language understandable to the subject or representative):
    a.  A statement that the study involved research, an explanation of the purposes of the research and the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures which are experimental;

b.  A description of any reasonable foreseeable risks or discomforts to the subjects;

c.  A description of any benefits to the subjects or to others which may reasonably be expected from the research;

d.  A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject;

e.  A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained

f.  For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs, and if so what they consist of, or where further information may be obtained;

g.  An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subjects' and

h.  A statement that participation in voluntary, refusal to participate will involve no penalty or loss of benefits to which the subjects is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

*DEADLINES*

Convened meetings of the Committee shall occur once per month or on a called basis when the Chairperson judges a meeting to be necessary. To be considered at a given meeting, completed Research Proposal Forms must be submitted to the Office of Research and Sponsored Programs not later than ten days prior to the scheduled meetings. The schedule for submissions and meetings is posted on the Research and Sponsored Programs web site at www.tnstate.edu/research. Look on the menu under "Compliance".

## TENNESSEE STATE UNIVERSITY

*RESEARCH PROPOSAL NON-EXEMPT FORM*

*BRIEF DESCRIPTION OF PROGRAM*

If this proposal has been approved by this committee previously and is being resubmitted with any modifications, the modifications. (Include former title and review data in identification information on Title Page of form).

I.    Research Plan

    A. Scientific rationales:

    B. Specific objectives:

II.    Describe types, numbers, age and sources of subjects to be studies.  (From where will the subjects be recruited?  How will subjects be recruited)?

III.    Identify all procedures that will be carried out with each type of subject in chronological order.  Attach copies of tests or instruments to be used, and consent forms.

IV.    Dose the project offers a direct benefit to each type of subject? (it need not )

_____ yes        _____no.  (If yes describe).

V.    Describe anticipated risks, discomforts, or inconveniences that might be associated with the procedures (that are beyond what subjects typically encounter in everyday life).

VI.    What precautions will be taken in those procedures where potential risk may be involved?

VII.    What steps will be taken for maintaining the subjects' confidentiality, rights, privacy, and well being? Include plans for maintaining confidentiality of documents and data, and access to such.

III.  Is any element of deception of the subjects necessary for this research"

_____ yes _____ no.  If answer is "Yes" describe the nature of the deception and the procedure to counteract  (undo) the deception.

IX.  Procedure for obtaining the participants' informed consent:

A.  Written consent form will be used _____
B.  An oral presentation will be made _____
C.  Other _____

Regardless of the method chosen, the researcher must attach to this proposal

the completed consent form or a description of the alternate procedure.  If no

consent is considered necessary, please explain.

X.  If other institutions are involved in any way in this research sponsored by Tennessee State University, submit letters of cooperation form the administrative authority in these institutions.

XI.  The researcher agrees to seek prior approval form the committee for any changes in title, experimental procedures, informed consent procedures or working of informed consent letter, or other aspects of this proposal.  The research further agrees to notify the committee immediately of any adverse effects experienced by subjects participating in this study.

*SIGNATURES:*

_____
Principal Researcher                               Date

_____
Faculty Advisor (if applicable)                    Date

_____
Department Chairperson                             Date

_____
IRB Chair or Reviewer                              Date

_____
Director of Research and Sponsored Programs     Date

2016-2017

# Ed.D. in Administration

## Checklist and Forms for Doctoral Candidates
### Area:  PK-12 and Higher Education

I.      ENTRANCE INTO DOCTORAL PROGRAM
- ☐ GRE (900) or MAT (402) score
- ☐ Minimum 3.25 GPA
- ☐ Transcripts
- ☐ Interview
- ☐ Writing Sample
- ☐ Transfer of credits
- ☐ Proof of Immunization if new to TSU
- ☐ Four (4) letters of reference
- ☐ Resume with work experience record
- ☐ Completed Graduate Admissions application
- ☐ Time in Residency:  academic residency is a minimum of eighteen (18) hours at TSU, excluding dissertation credit, over a period of four (4) academic year semesters or two (2) academic year semesters and two (2) summer registrations (two sessions per one summer equals one registration)
- ☐ An advisor is assigned in the first semester of enrollment.
- ☐ Informal program of study completed by advisor and student
- ☐ Between a minimum of 12 and a maximum of 21 hours, qualifying exams are taken. Student must successfully complete EDAD 6000, EDAD 7120, EDAD 7180, and the IRB training and form prior to eligibility for qualifying exams.
- ☐ Student must maintain a minimum GPA of 3.0.

II.      POST-QUALIFYING EXAM
- ☐ Doctoral Committee chosen
- ☐ Formal program of Study developed and submitted to the Dean of the Graduate School
- ☐ Student moves to Candidacy stage
- ☐ When 75% of classes are completed, candidate take Comprehensive Exams (all core courses must be completed and candidate must secure written approval from committee chair)

III.      POST-COMPREHENSIVE EXAM
- ☐ Successful completion of Comprehensive Exam
- ☐ Completion of Coursework
- ☐ Candidate may enroll in dissertation  course (EDAD 8100-XX)  dissertation chair's section
- ☐ Candidate must maintain a 3.0 GPA
- ☐ Concept paper detailing what the candidate intends to do as a research project for the dissertation.  Contents for this paper are attached.

IV.     **D**ISSERTATION **S**TAGE
- [ ] Proposal development
- [ ] Proposal approval
- [ ] Research begins
- [ ] Collection of data
- [ ] Data Analysis
- [ ] Write Chapters 4 and 5
- [ ] Have dissertation edited
- [ ] Submit draft to dissertation chair
- [ ] Conduct corrections as needed
- [ ] Final defense with committee
- [ ] All corrections must be made prior to dissertation being submitted to Graduate School.
- [ ] Enrollment in dissertation credit until the dissertation is completed and accepted by the Graduate Schools
- [ ] Dissertation Defense

V.     **F**INAL **S**TEPS
- [ ] Final version of the dissertation must be submitted to the Graduate School.  It must be uploaded electronically at http://dissertations.umi.com/tnstate/
- [ ] Two bound copies of the candidate's dissertation are provided to the department, one bound copy is submitted to the dissertation chair.
- [ ] ***All work on the dissertation must be completed 30 days prior to the date the dissertation is due at the Graduate School.***

TENNESSEE
STATE UNIVERSITY

Completing Thesis/Dissertation

Tennessee State University

One of the goals of the School of Graduate Studies and Research is to maintain high standards of instruction in graduate education, continuing education, and in the curricula and fields of specialization through which degree programs are offered.  As such, an important role of the Graduate School is to evaluate the scholarly content of Theses and Dissertations submitted in partial fulfillment of the requirements for master's and doctoral degrees. It is expected that your thesis/dissertation will be of high quality, and reflect credit on you, your committee, your department, and the Graduate School for years to come. Elements of quality include consistency, logical organization, accuracy, and attractive format. The preparation of the manuscript from start to finish is carried out under the guidance of a Committee of Graduate Faculty appointed when you initiate your research project. The Graduate Dean is the final approval authority for each Thesis and Dissertation, as indicated on the Signature Page included with each Thesis and Dissertation.

School of Graduate Studies and Research

## Steps in Completing Thesis/Dissertation

- Complete all course work and other requirements to initiate Thesis/Dissertation, e.g., Comprehensive Examinations, Submission of Program of Study, etc.

- Register for Thesis/Dissertation credit; enroll continuously every semester until manuscript is approved by the Graduate School.

- Establish Committee consisting of a Chairperson and Committee Members (2 Committee Members for Thesis, 3 Committee Members for Dissertation), who are members of the Graduate Faculty; complete forms to establish committee and obtain required signatures on appropriate forms. Return forms to the Graduate School.

- Obtain copy of *Guidelines for Preparing Dissertations, Theses, Projects, and Course Papers*, available at no cost in the Graduate School. Be sure to consult this publication in preparing your Thesis/Dissertation.

- Develop proposal in consultation with committee. Committee Chair submits form indicating proposal has been approved by Committee.

- Obtain Research Compliance approval (human subjects, animal care, radiation safety, hazardous materials) according to procedures on Office of Sponsored Research Website, before initiating data collection.

- Meet deadlines for submitting draft copy (orals copy) of Thesis/Dissertation to Graduate School, completing oral defense, submitting final copy signed by all committee members to the Graduate School. See Graduate School Calendar for deadlines.

- Print and Complete the Thesis/Dissertation Checklist (available  at: www.tnsstate.edu/grad)

Approved by Graduate Council 9/10/02

Revised 06/20/08

# Program of Study
# Ed.D. in Administration and Supervision
## *Concentration: PreK-12 Administration (FULL-TIME)*
### *Effective fall, 2016*

### Student Information

| Last Name | First Name | Middle Name | SS# |
|---|---|---|---|
|  |  |  |  |

| Home Address | City | State | Zip Code |
|---|---|---|---|
|  |  |  |  |

| Highest Degree | Institution | Home Phone | Work Phone |
|---|---|---|---|
|  |  |  |  |

1. Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
2. Program is to be developed prior to the first semester of study;
3. Remove any Incomplete ("I") grades from the permanent record;
4. Type or print information on form, and submit to advisor for signatures.
5. Return **three (3) copies** of the form to the Graduate School.

**NOTE:  COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.
CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING**

### Program Information

| | Disc. | Number | Description | Hours | Grade |
|---|---|---|---|---|---|
| **Semester 1** | | | | | |
| | EDAD | 6000 | Statistics | 3 | |
| | EDAD | 7010 | Theory and Principles of Educational Administration | 3 | |
| | EDCI | 7000 | Foundations of Education | 3 | |
| **Semester 2** | | | | | |
| | EDAD | 7120 | Advanced Research Methods of Educational Research | 3 | |
| | EDAD | 7180 | Statistical Analysis in Education II | 3 | |
| | EDCI | 7450 | Learning Theory for Educators | 3 | |
| **Semester 3** | | | | | |
| | EDAD | 7070 | Planning for Educational Change | 3 | |
| | **EDAD** | **\*\*7050** | **\*\*Professional Negotiations** | **3** | |
| | EDAD | 7150 | Advanced Legal Problems | 3 | |
| **Semester 4** | | | | | |
| | EDAD | 7040 | Leadership and Interpersonal Relationships | 3 | |
| | **EDAD** | **\*\*7280** | **\*\*Financial Management and Administration** | **3** | |
| | EDAD | 7030 | Qualitative-Naturalistic and Survey Research | 3 | |
| **Semester 5** | | | | | |
| | **EDAD** | **\*\*7300** | **\*\*Communication for School Executives** | **3** | |
| | **EDAD** | **\*7060** | **\*Admin of Inst. Prog. and Materials** | **3** | |
| | EDAD | XXXX | Elective | 3 | |

| | | | | | |
|---|---|---|---|---|---|
| **Semester 6** | | | | | |
| | **EDAD** | **\*7020** | **\*Policy Implementation in Educational Administration** | **3** | |
| | EDAD | 7090 | Seminar in Admin/Supervision | 3 | |
| | EDAD | XXXX | Elective | 3 | |
| **Semester 7** | | | | | |
| | **EDAD** | **\*7200** | **\*Human Resources Administration** | **3** | |
| | EDCI | 6300 | Multicultural Education | 3 | |
| | EDAD | 7000 | Interdepartmental Doctoral Seminar | 3 | |
| **Semester 8** | | | | | |
| | EDAD | 8100 | Dissertation | 3 | |
| **Semester 9** | | | | | |
| | EDAD | 8100 | Dissertation | 3 | |

**\*Must take 3 of these Credit Hours**
**\*\*Must Take 6 of these Credit Hours**
**Students must take between 6-15 hours of dissertation writing.**

<span style="color:red">**The total number of credits needed to complete the Ed.D. in Instructional Leadership Program is <u>60</u> hours.**</span>

<span style="color:red">**This program of study is effective for students admitted in <u>fall, 2015</u>. Students who were admitted before fall, 2015 should use the program of study aligned with their year of admission. Please see academic advisor for the appropriate program of study.**</span>

### Transfer of Credit

| A maximum of <u>6</u> semester hours may be transferred for the Ed.D. Students with an Ed.S. degree may transfer up to 30 applicable credit hours. | | | | | |
|---|---|---|---|---|---|
| **School** | **Dept. and Course** | **Descriptive Title** | **Credit Hours** | **Grade** | **Comparable TSU Course** |
| | | | | | |
| | | | | | |
| | | | | | |

### Required Signatures

| Position | Signature | Date |
|---|---|---|
| **Student** | | |
| **Advisor** | | |
| **Department Head** | | |
| **Program Coordinator** | | |
| **Dean, College of Education** | | |
| **Dean, Graduate School** | | |

# Program of Study
# Ed.D. in Administration and Supervision
## *Concentration: PreK-12 Administration (PART-TIME)*
### *Effective fall, 2016*

### Student Information

| Last Name | First Name | Middle Name | SS# |
|---|---|---|---|
|  |  |  |  |
| **Home Address** | **City** | **State** | **Zip Code** |
|  |  |  |  |
| **Highest Degree** | **Institution** | **Home Phone** | **Work Phone** |
|  |  |  |  |

6.  Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
7.  Program is to be developed prior to the first semester of study;
8.  Remove any Incomplete ("I") grades from the permanent record;
9.  Type or print information on form, and submit to advisor for signatures.
10. Return **three (3) copies** of the form to the Graduate School.

**NOTE:  COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.**
**CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING**

### Program Information

| | Disc. | Number | Description | Hours | Grade |
|---|---|---|---|---|---|
| **Semester 1** | | | | | |
| | EDAD | 6000 | Statistics | 3 | |
| | EDAD | 7010 | Theory and Principles of Educational Administration | 3 | |
| **Semester 2** | | | | | |
| | EDAD | 7120 | Advanced Research Methods of Educational Research | 3 | |
| | EDAD | 7180 | Statistical Analysis in Education II | 3 | |
| **Semester 3** | | | | | |
| | EDAD | 7070 | Planning for Educational Change | 3 | |
| | **EDAD** | **\*\*7050** | **\*\*Professional Negotiations** | **3** | |
| **Semester 4** | | | | | |
| | EDAD | 7040 | Leadership and Interpersonal Relationships | 3 | |
| | **EDAD** | **\*\*7280** | **\*\*Financial Management and Administration** | **3** | |
| | EDCI | 7000 | Foundations of Education | 3 | |
| **Semester 5** | | | | | |
| | **EDAD** | **\*\*7300** | **\*\*Communication for School Executives** | **3** | |
| | EDCI | 7450 | Learning Theory for Educators | 3 | |
| **Semester 6** | | | | | |
| | **EDAD** | **\*7020** | **\*Policy Implementation in Educational Administration** | **3** | |
| | EDAD | 7150 | Advanced Legal Problems | 3 | |
| | EDAD | 7090 | Seminar in Admin/Supervision | 3 | |
| **Semester 7** | | | | | |
| | EDAD | 7030 | Qualitative-Naturalistic and Survey Research | 3 | |

| | EDAD | *7200 | *Human Resources Administration | 3 | |
|---|---|---|---|---|---|
| | EDAD | *7060 | *Admin of Inst. Prog. and Materials | 3 | |
| **Semester 8** | | | | | |
| | EDCI | 6300 | Multicultural Education | 3 | |
| | EDAD | XXXX | Elective | 3 | |
| **Semester 9** | | | | | |
| | EDAD | 7000 | Interdepartmental Doctoral Seminar | 3 | |
| | EDAD | XXXX | Elective | 3 | |
| **Semester 10** | | | | | |
| | EDAD | 8100 | Dissertation | 3 | |
| **Semester 11** | | | | | |
| | EDAD | 8100 | Dissertation | 3 | |

**\*Must take 3 of these Credit Hours**
**\*\*Must Take 6 of these Credit Hours**
**Students must take between 6-15 hours of dissertation writing.**

**The total number of credits needed to complete the Ed.D. in Instructional Leadership Program is 60 hours.**

**This program of study is effective for students admitted in fall, 2016. Students who were admitted before fall, 2016 should use the program of study aligned with their year of admission. Please see academic advisor for the appropriate program of study.**

### Transfer of Credit

| A maximum of 6 semester hours may be transferred for the Ed.D. Students with an Ed.S. degree may transfer up to 30 applicable credit hours. | | | | | |
|---|---|---|---|---|---|
| **School** | **Dept. and Course** | **Descriptive Title** | **Credit Hours** | **Grade** | **Comparable TSU Course** |
| | | | | | |
| | | | | | |
| | | | | | |

### Required Signatures

| Position | Signature | Date |
|---|---|---|
| **Student** | | |
| **Advisor** | | |
| **Department Head** | | |
| **Program Coordinator** | | |
| **Dean, College of Education** | | |
| **Dean, Graduate School** | | |

# Program of Study
# Ed.D. in Administration and Supervision
## *Concentration: Higher Education Administration (FULL-TIME)*
## <u>*Effective fall, 2016*</u>

### Student Information

| Last Name | First Name | Middle Name | SS# |
|-----------|-----------|-------------|-----|
| | | | |

| Home Address | City | State | Zip Code |
|--------------|------|-------|----------|
| | | | |

| Highest Degree | Institution | Home Phone | Work Phone |
|----------------|-------------|-----------|-----------|
| | | | |

11. Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
12. Program is to be developed prior to the first semester of study;
13. Remove any Incomplete ("I") grades from the permanent record;
14. Type or print information on form, and submit to advisor for signatures.
15. Return **three (3) copies** of the form to the Graduate School.

**NOTE:  COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.**
**CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING**

### Program Information

| Required Courses | Disc. | Number | Description | Hours | Grade |
|------------------|-------|--------|-------------|-------|-------|
| | | | | | |
| **Semester 1** | | | | | |
| | EDAD | 7400 | Foundations of Higher Education | 3 | |
| | EDAD | 6000 | Statistics | 3 | |
| | EDAD | 7040 | Leadership and Interpersonal Relations for Administrators | 3 | |
| **Semester 2** | | | | | |
| | EDAD | 7120 | Advanced Research Methods of Educational Research | 3 | |
| | EDAD | 7180 | Statistical Analysis in Education II | 3 | |
| | EDAD | XXXX | Elective | 3 | |
| **Semester 3** | | | | | |
| | EDAD | 7150 | Advanced Legal Problems | 3 | |
| | EDAD | 7450 | Economics and Finance in Higher Education | 3 | |
| | EDAD | 6170 | Organization and Administration of Higher Education | 3 | |
| **Semester 4** | | | | | |
| | EDAD | 7410 | Diversity in Higher Education | 3 | |
| | EDAD | 7420 | Curriculum, Faculty, Students in Higher Education | 3 | |
| | EDAD | 7030 | Qualitative- Naturalistic and Survey Research | 3 | |
| **Semester 5** | | | | | |
| | EDAD | 7499 | Marketing in Higher Education | 3 | |
| | EDAD | 7080 | Internship | 3 | |
| | EDAD | 7430 | Seminar in Higher Education | 3 | |

2016-2017

| Semester 6 | | | | | |
|---|---|---|---|---|---|
| | EDAD | 7380 | Teaching Adult Education | 3 | |
| | EDAD | XXXX | Elective | 3 | |
| | EDAD | XXXX | Elective | 3 | |
| **Semester 7** | | | | | |
| | EDAD | 8100 | Dissertation Writing | 3 | |
| **Semester 8** | | | | | |
| | EDAD | 8100 | Dissertation Writing | 3 | |

<span style="color:red">**The total number of credits needed to complete the Ed.D. in Instructional Leadership Program is <u>60</u> hours.**</span>

<span style="color:red">**This program of study is effective for students admitted in <u>fall, 2016</u>. Students who were admitted before fall, 2016 should use the program of study aligned with their year of admission. Please see academic advisor for the appropriate program of study.**</span>

## Transfer of Credit

| A maximum of 6 semester hours may be transferred for the Ed.D. Students with an Ed.S. degree may transfer up to 30 applicable credit hours. | | | | | |
|---|---|---|---|---|---|
| **School** | **Dept. and Course** | **Descriptive Title** | **Credit Hours** | **Grade** | **Comparable TSU Course** |
| | | | | | |
| | | | | | |
| | | | | | |

## Required Signatures

| Position | Signature | Date |
|---|---|---|
| **Student** | | |
| **Advisor** | | |
| **Department Head** | | |
| **Program Coordinator** | | |
| **Dean, College of Education** | | |
| **Dean, Graduate School** | | |

Doctoral Student Handbook | 2016-2017

# Program of Study
# Ed.D. in Administration and Supervision
## *Concentration: Higher Education Administration (PART-TIME)*
## *Effective fall, 2016*

### Student Information

| Last Name | First Name | Middle Name | SS# |
|---|---|---|---|
|  |  |  |  |

| Home Address | City | State | Zip Code |
|---|---|---|---|
|  |  |  |  |

| Highest Degree | Institution | Home Phone | Work Phone |
|---|---|---|---|
|  |  |  |  |

16. Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
17. Program is to be developed prior to the first semester of study;
18. Remove any Incomplete ("I") grades from the permanent record;
19. Type or print information on form, and submit to advisor for signatures.
20. Return **three (3) copies** of the form to the Graduate School.

**NOTE: COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.
CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING**

### Program Information

| Required Courses | Disc. | Number | Description | Hours | Grade |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| **Semester 1** | EDAD | 7040 | Leadership and Interpersonal Relations for Administrators | 3 |  |
|  | EDAD | 6000 | Statistics | 3 |  |
|  |  |  |  |  |  |
| **Semester 2** | EDAD | 7120 | Advanced Research Methods of Educational Research | 3 |  |
|  | EDAD | 7180 | Statistical Analysis in Education II | 3 |  |
|  |  |  |  |  |  |
| **Semester 3** | EDAD | 7380 | Teaching Adult Education | 3 |  |
|  | EDAD | 6170 | Organization and Administration of Higher Education | 3 |  |
|  |  |  |  |  |  |
| **Semester 4** | EDAD | 7410 | Diversity in Higher Education | 3 |  |
|  | EDAD | 7400 | Foundations of Higher Education | 3 |  |
|  |  |  |  |  |  |
| **Semester 5** | EDAD | XXXX | Elective | 3 |  |
|  | EDAD | XXXX | Elective | 3 |  |
|  |  |  |  |  |  |
| **Semester 6** | EDAD | 7150 | Advanced Legal Problems | 3 |  |
|  | EDAD | 7450 | Economics and Finance in Higher Education | 3 |  |
|  |  |  |  |  |  |
| **Semester 7** | EDAD | 7030 | Qualitative- Naturalistic and Survey Research | 3 |  |
|  | EDAD | 7420 | Curriculum, Faculty, Students in Higher Education | 3 |  |
|  |  |  |  |  |  |

Doctoral Student Handbook | 2016-2017

2016-2017

| Semester 8 | EDAD | 7499 | Marketing in Higher Education | 3 | |
|---|---|---|---|---|---|
| | EDAD | 7430 | Seminar in Higher Education | 3 | |
| | | | | | |
| Semester 9 | EDAD | XXXX | Elective | 3 | |
| | EDAD | 7080 | Internship | 3 | |
| | | | | | |
| Semester 10 | EDAD | 8100 | Dissertation Writing | 3 | |
| | | | | | |
| Semester 11 | EDAD | 8100 | Dissertation Writing | 3 | |

<span style="color:red">**The total number of credits needed to complete the Ed.D. in Instructional Leadership Program is <u>60</u> hours.**</span>

<span style="color:red">**This program of study is effective for students admitted in <u>fall, 2016</u>. Students who were admitted before fall, 2016 should use the program of study aligned with their year of admission. Please see academic advisor for the appropriate program of study.**</span>

## Transfer of Credit

| A maximum of 6 semester hours may be transferred for the Ed.D. Students with an Ed.S. degree may transfer up to 30 applicable credit hours. | | | | | |
|---|---|---|---|---|---|
| School | Dept. and Course | Descriptive Title | Credit Hours | Grade | Comparable TSU Course |
| | | | | | |
| | | | | | |
| | | | | | |

## Required Signatures

| Position | Signature | Date |
|---|---|---|
| **Student** | | |
| **Advisor** | | |
| **Department Head** | | |
| **Program Coordinator** | | |
| **Dean, College of Education** | | |
| **Dean, Graduate School** | | |

**Thesis Dissertation Committee Appointments Form**
**https://www.tnstate.edu/graduate/Thesis_Dissertation_Committee_Appointments.pdf**

**TENNESSEE STATE UNIVERSITY**

## OFFICE OF GRADUATE STUDIES & RESEARCH
### Thesis/Dissertation Committee Appointments

MUST SUBMIT FORM TYPED

Name: _____ Date: _____

Address: _____ ID #: _____

City/State _____ Zip: _____

Catalog Yr: _____ Degree: _____

Major _____ Concentration: _____

Topic/Title: _____

_____

**COMMITTEE APPOINTMENTS**

| Committee Chair | Department | Signature | Date |
| --- | --- | --- | --- |
| Committee Member | Department | Signature | Date |
| Committee Member | Department | Signature | Date |
| Committee Member | Department | Signature | Date |
| Committee Member | Department | Signature | Date |

**EXTERNAL MEMBER REQUEST**          (TSU Graduate Faculty Member outside of major department)

| External Member | Position/Dept. | Signature | Date |
| --- | --- | --- | --- |

Degrees Held _____

Statement of rationale for appointment: _____

_____

_____

| **Recommended by:** | | **Approved by:** | |
| --- | --- | --- | --- |
| Department Head | **Date** | | |
| Dean of College/School or Director of Institute | Date | Dean of Graduate School | Date |

Revised 2/11/08

# Change of Program or Committee Member Form
https://www.tnstate.edu/graduate/Change_of_Program_Graduate_School.pdf

**TENNESSEE STATE UNIVERSITY**

## OFFICE OF GRADUATE STUDIES & RESEARCH
### Change of Program or Personnel

**Name:** _____  **Date:** _____
**Address:** _____  **ID # :** _____
**City/State/Zip** _____  **Term:** _____

**Directions:** Enter in the space below any changes in the approved program or personnel including **change of non-degree** status, **change of major, change in required courses,** and **change of guidance committee personnel. NOTE:** When this petition is used to request a change of major, the petition **must be approved** by the student's current advisor and Head of the department in which the prospective major is located. **Then application materials will be sent to the new department for review.**

### I. CHANGE NON-DEGREE STATUS
Non-degree request to degree must be accompanied by acceptable test scores

| | | | |
|---|---|---|---|
| Graduate Record Examination (GRE): | Date Taken _____ | V _____ Q _____ S _____ |
| Miller Analogies Test (MAT): | Date Taken _____ | Score _____ |
| Graduate Management Admission Test (GMAT): | Date Taken _____ | Score _____ |
| Fundamentals of Engineering Test (FE): | Date Taken _____ | Score _____ |

### II. CHANGE MAJOR
**PLEASE CHANGE MY MAJOR FROM:**
Degree Seeking:  MA ☐  MAED ☐  MBA ☐  MCJ ☐  ME ☐  MED ☐  MPA ☐  MSN ☐  EDS ☐  EDD ☐
PHD ☐  MSW ☐  MPS ☐  MOT ☐  DPT ☐  MPH ☐  MSW ☐  MS ☐

**PLEASE CHANGE MY MAJOR TO:**
Degree Seeking:  MA ☐  MAED ☐  MBA ☐  MCJ ☐  ME ☐  MED ☐  MPA ☐  MSN ☐  EDS ☐  EDD ☐
PHD ☐  MSW ☐  MPS ☐  MOT ☐  DPT ☐  MPH ☐  MSW ☐  MS ☐

### III. CHANGE COURSES

| ADD: | COURSE ID | DESCRIPTION | COURSE ID | DESCRIPTION |
|---|---|---|---|---|
| | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

| DELETE: | COURSE ID | DESCRIPTION | COURSE ID | DESCRIPTION |
|---|---|---|---|---|
| | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ |

### IV. CHANGE ADVISEMENT/COMMITTEE PERSONNEL

PLEASE CHANGE MY **MAJOR ADVISOR** FROM _____
PLEASE CHANGE MY **MAJOR ADVISOR** TO _____

PLEASE CHANGE MY **CHAIR PERSON** FROM _____
PLEASE CHANGE MY **CHAIR PERSON** TO _____

PLEASE CHANGE MY **COMMITTEE PERSON** FROM _____
PLEASE CHANGE MY **COMMITTEE PERSON** TO _____

_____  _____
Student's Signature  Date

| **Recommended by:** | **Approved by:** |
|---|---|

_____  _____
**Advisor**            **Date**  **Dean of Graduate School**       **Date**

_____
**Dept. Head**         **Date**

_____
**Dean of College/School**   **Date**

# Thesis Dissertation Proposal Approval Form

**https://www.tnstate.edu/graduate/Thesis_Dissertation_Proposal_Approval.pdf**

## TENNESSEE STATE UNIVERSITY

**SCHOOL OF GRADUATE STUDIES & RESEARCH**
Report on Thesis/Dissertation Proposal Presentation

Check one:   ☐ Thesis     ☐ Dissertation

To the Dean of the Graduate School:

Student's Name _____   Student's ID _____

Has submitted in partial fulfillment of the requirements for the degree of _____ in the

College/School/Institute of _____ a proposal titled: _____

_____

_____

This proposal has been examined by all members of the candidate's supervisory committee and has been:

☐ Approved              ☐ Approved with Conditions              ☐ Not Approved

Additional Comments:

_____

_____

_____

_____

**Note: If proposed research uses Human Subjects, written approval from the TSU Office of Sponsored Research must be obtained prior to initiating data collection.**

Committee Signatures:

_____
Chair                          Date

_____
Committee Member               Date

_____
Committee Member               Date

_____
Committee Member               Date

_____
External Member                Date

| Recommended by: | | Approved by: | |
|---|---|---|---|
| Dept. Head | Date | Dean of Graduate School | Date |
| Dean of College/School | Date | | |

# Oral Defense Approval Form

**https://www.tnstate.edu/graduate/Oral_%20Defense_%20Approval_Graduate_School.pdf**

## TENNESSEE STATE UNIVERSITY

### OFFICE OF GRADUATE STUDIES & RESEARCH  Report on Final
### Oral Examination (Defense) of Thesis/Dissertation

Check one:  ☐ Thesis          ☐ Dissertation

To the Dean of the Graduate School:

Student's Name: _____  ID# _____

A final Thesis/Dissertation oral examination (defense) has been conducted for the above student who is a candidate for the degree of _____ in the Department of _____
in the College/School of  _____
Thesis/Dissertation Title: _____
_____
_____

The student has:  Date of Examination: _____
                    ☐ passed      ☐ not passed this examination.

Additional Comments: *(The Committee Chair is responsible for determining the grade with the input from all Committee Members)*

_____
_____
_____
_____

|  | Committee Member Names (print) | Committee Members' Signatures |
|---|---|---|
| Committee Chair |  |  |
| Committee Member |  |  |
| Committee Member |  |  |
| Committee Member |  |  |
| External Member |  |  |
| Guest Examiner* |  |  |

*Master's Thesis Only

| Recommended by: | Approved by: |
|---|---|
| Dept. Head                          Date | Dean of Graduate School                     Date |
| Dean of College/School              Date |  |

**Note: If research uses Human Subjects, approval letter from the TSU Office of Sponsored Research must be submitted with Thesis/Dissertation.**

Revised 7/29/10

## Electronic Theses and Dissertations Checklist

School of Graduate Studies and Research

Tennessee State University

This checklist is used to simplify the review of your document by the Graduate School. This form must be submitted with the final copy of your Thesis or Dissertation, and must be signed by the graduate student and Chair of the Thesis/Dissertation Committee.

All items must be checked to ensure that all requirements are met.

PRELIMINARY STEPS:

\_\_\_\_\_ Enrolled in Thesis/Dissertation credits this semester.

\_\_\_\_\_ Defended Thesis/Dissertation.

\_\_\_\_\_ Read & followed the "Guidelines for the Preparation of Dissertations, Theses, Projects, and Course Papers".

\_\_\_\_\_ Style manual followed: APA, Turabian, ADA, ASA, other? (Insert name in space).

\_\_\_\_\_Thesis/Dissertation consistently followed one of these style manuals.

ORGANIZATION:

___ 1. Title Page with Research Series

___ 2. Plain Title Page

___ 3. Copyright Page (Optional)

___4. Signature Pages

    ____One hard copy signed by thesis/dissertation committee members attached to the final copy of thesis/dissertation (deposit this copy at the Graduate School).

    ____One electronic copy listing names of thesis/dissertation committee members (include this copy in your manuscript to be submitted electronically). See a sample below.

___5. Dedication Page (Optional)

___6. Acknowledgments (Optional)

___7. Abstract (not to exceed 350 words)

___8. Preface (optional)

___9. Table of Contents

2016-2017

___10. List of Table (if five or more)

___11. List of Figures, Charts, etc. (if five or more)

___12. List of symbols (optional)

___13. Text, divided into chapters designated by Roman numerals

___14. References, must conform to style manual approved by the student's department

___15. Appendices, must conform to the style manual approved the student's department

___16. Research Compliance Approval Letter (if using human subjects, animal subjects, etc)

___17. Submit one paper copy of thesis/dissertation on standard printer paper.

TYPE SIZE:

___ Standard 10 or 12 pitch

2016-2017

MARGINS:

___ Left margin one and one-half inches on all pages

___ Right margin one inch throughout

___ Bottom margin one inch throughout

___ Top margins of first pages of text and all first pages of chapters two inches, all other pages one and one-half at the top

SPACING:

___Text must be double spaced, first line of each paragraph indented

PAGINATION

___Every Page should be assigned a number (some may not be shown)

___Small Roman numerals for preliminary pages, Arabic numbers for pages of text

___Page number should be positioned in the same place (upper right corner of the margin line at the right, and one inch from the top of the sheet)

TABLES/FIGURES

\_\_\_Tables/figures may follow page on which they are first referenced, or they may be included in a separate appendix

\_\_\_Tables/figures must be identified in the text by a number

MISCELLANEOUS

\_\_\_No widows or orphans.

\_\_\_All page numbers in the Table of Contents should correspond with page numbers in the text.

\_\_\_All reference citations in the text are included in the Reference/Bibliography section

ELECTRONIC SUBMISSION

\_\_\_\_ Made necessary changes to document after defense.

\_\_\_\_ Included Typed Committee Signature Page

\_\_\_\_Converted dissertation to a PDF file

\_\_\_\_Uploaded dissertation via TSU Graduate School ETD System:

2016-2017

ITEMS TO DEPOSIT AT THE GRADUATE SCHOOL *(After Electronic Submission)*

___ One hardcopy of Thesis/Dissertation

___ Signed Signature Page (attached to final copy)

___Completed Survey of Earned Doctorates

___Fee Payment Receipt (Bursar's Office)

    --- $ 55.00 (Thesis)

    --- $ 65.00 (Dissertation)

    --- $ 65.00 (Copyright--- Optional for Thesis/Dissertation)

___ Thesis/Dissertation Checklist (this form)

**I have checked the manuscript for all of the above items.**

Student's name (please print): _____

Signature: _____ Date: _____

E-mail Address: _____

2016-2017

**I have checked the manuscript for all of the above items.**

Thesis/Dissertation Chair's Name (please print): _____

Signature: _____ Date: _____

Approved by Graduate Council 9/10/02

Revised 6/18/08

## SAMPLE SIGNATURE PAGE

To the Graduate School:

   We are submitting a "[type of paper; e.g., thesis, dissertation, etc.]"  by

"[Student's name]"  entitled ""click here and type your [Title]" ". We recommend that it be

accepted in partial fulfillment of the requirements for the degree,

"[degree, e.g., Master, Doctor,etc.]"  of "[Arts, Education, Science, etc.]"  in

"[Major,e.g., Biology, Curriculum and Instruction, Electrical Engineering,etc.]" .

<div align="right">

"[type Name]"

_____

Chairperson


"[type Name]"

_____

Committee Member


"[type Name]"

_____

Committee Member


"[type Name]"

_____

Committee Member

</div>

Accepted for the Graduate School:


_____

  Dean of the Graduate School

Graduate School Catalog

# 2015-2017 GRADUATE SCHOOL CATALOG

*Notes*